DOCUMENT RESUME

ED 177 813 EC 121 334

TITLE Teaching/Learning Guide: Level III. Pre-Vocational and Practical Life Skills. Draft Copy.
INSTITUTION Carbon - Lehigh Intermediate Unit, Schnecksville, Pa.
PUB DATE 78
NOTE 63p.; For related information, see EC 121 332-333. Contains some small print

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adjustment (to Environment); Banking; Behavioral Objectives; Budgeting; Consumer Education; *Daily Living Skills; Family Relationships; Food; *Handicapped Children; Home Economics Skills; Home Management; Individual Power; Interpersonal Competence; Leisure Time; Mental Health; Money Management; Practical Arts; *Prevocational Education; Recreation; Safety; Skill Development; Transportation; Vocational Adjustment

ABSTRACT

The third of three guidelines for teaching sequential skills to handicapped children focuses on prevocational and practical life skills. Objectives are listed for the following areas (sample subcategories in parentheses): application forms (driver's permit, social security benefits); banking; buying (supermarket skills); budgeting; food preparation and serving; shelter; utilities; clothing; household chores; leisure time/recreation; transportation; family relationships; insurance; taxes; use of tools; careers; getting a job; keeping a job; communications (use of telephone and newspapers); enrichment (literary/fine arts); consumer protection; independence and mobility; preserving the environment; law and order; government; mental health; physical health; safety; and social interaction. (CL)

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TEACHING/LEARNING GUIDE

Level III

Pre-Vocational and Practical Life Skills
(Draft Copy)

CARBON-LEHIGH INTERMEDIATE UNIT
2370 Main Street
Schnecksville, PA 18078
September, 1978

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 121334

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APPLICATION FORMS

The following basic objectives are common to filling out most forms:

101. Recognizes words necessary for completing forms, such as name, address, (tele)phone number, social security number, etc.

102. Prints/writes legibly in appropriate spaces

103. Carries identification and personal data necessary for completion of forms

104. Recognizes various types of forms in order to select one applicable to situation (e.g. when there are several in a rack)

105. Maintains personal data files and records

Job Applications/Resumes

107. Lists school(s) attended, previous jobs held, names of people who are willing to provide references, as requested

108. Prepares resume to send to potential employers

Income Tax

111. Knows that money will be deducted from paycheck for taxes

112. Knows where to go for help in preparing forms (accountants, IRS office, etc)

113. Knows that a W-2 form will be given/mailed by employer, stating total earnings and money already paid as taxes

114. Saves W-2 for use in preparation of tax form

115. Knows there are federal, state, and possibly local tax forms that must be prepared and the deadlines for filing forms

116. Keeps stubs from paycheck

117. Signs prepared tax form and dates it

118. Knows that money will be refunded if too much was deducted or that s/he will have to pay more if too little deducted

119. Fills out appropriate withholding statement for employer's records

Credit, Credit Card and Loan Applications

122. Understands concept of credit

123. Knows how to apply for and use credit (i.e., credit cards may be used as cash; monthly bills must be paid)

124. Understands monthly installment plans and finance charges, concept of interest

125. Understands importance of good credit rating

126. Knows there are many sources of obtaining loans and that costs of loans will vary depending on source of loan

Credit/Loan Applications (cont)

127. Knows that credit and loans should be used for necessary items only

128. Knows meaning of terms like collatoral, installments, interest, etc.

129. Is able to present information on job and earnings

130. Knows importance of keeping card(s) safe

131. Knows advantages/disadvantages of credit cards (can be used when unwise to carry cash; are a temptation to overspend)

Driver's Permit/License

134. Knows where and how to obtain permit

135. Knows there are differences between privileges/restrictions on driving with learner's permit and driver's license

136. Knows where to go for driver examination, eye exam, etc.

137. Knows where to obtain driver-training instruction

138. Possesses reading skills for driver's manual and road signs (See Appendix A for vocabulary)

139. Knows there is responsibility as well as privilege involved in operating vehicle

140. Knows it is possible to take test again if it is failed on first attempt

Mail Order

143. Finds prices in catalog

144. Locates catalog number, descriptions necessary for order form

145. Knows sizes, color preference, performance, etc., of items to be ordered

146. Knows payment options: COD, payment enclosed, billing at later date

147. Realizes that additional charges may be made for shipping, taxes, etc.

Social Security Benefits

150. Knows that money for this purpose is deducted from pay check

151. Knows about Supplemental Security Income (SSI) benefits, where to go to apply, where to obtain help and information (See Appendix for information)

152. Knows to sign check and bank it when received, or of option to have check sent directly to bank for deposit

153. Knows expected date of monthly payments and of possibility of changes in amount as circumstances change

154. Applies for Social Security card, where to apply, purpose of card

Welfare Benefits, Food Stamps

156. Knows where to obtain benefits and what benefits are available

157. Knows that food stamps can be used instead of cash

158. Knows what items may and may not be purchased with food stamps

159. Knows which stores accept food stamps and procedures required for their use

Requests for information

160. Keeps file of necessary agencies, their functions, phone numbers, addresses, people to contact

161. Writes letters/post cards asking for specific information (or knows someone who will write letter for him/her)

BANKING

170. Identifies most common banking services by name and uses
   a. checking accounts
   b. savings
   c. loans
   d. credit cards
   e. security boxes
   f. certificates, bonds, etc.
   g. certified checks, postal money orders, travelers checks
   h. Christmas and vacation clubs
   i. ther special services

171. Recognizes different kinds of banks provide different kinds of services

172. Writes checks

173. Maintains records of entries and withdrawals (kept with check book)

174. Balances checking account; if necessary uses hand calculator

175. Completes deposit/withdrawal slips

176. Reconciles bank statements and knows how to obtain help with corrections/adjustments

177. Keeps canceled checks as receipts

178. Knows concept of interest
   a. received on money deposited in savings accounts
   b. paid on money borrowed

179. Compares benefits of various banking institutions
   a. interest rates
   b. services
   c. convenience of access
   d. helpfulness of personnel

180. Is aware that information about banking may be obtained through Pa. Bankers Assn, American Bankers Assn., or Federal Reserve Bank *

181. Is aware of penalties, finance charges and overuse of credit

182. Stops payment on checks when necessary

183. Reads bank statements and contracts

184. Is aware of requirement for minimum balance in checking account or additional service charge for writing checks

*Pa. Bankers Assn., 23 N. Front St., Box 152, Harrisburg, Pa. 17108
American Bankers Assn., 1120 Connecticut Ave., N W, Washington , D. C. 20036
Federal Reserve Bank, Philadelphia, Pa.

BUYING

General Objectives:

190. Compares prices, quality, nutritional value, quantity, repayment schedules, before purchasing (patent medicine, furniture, food, etc)

191. Estimates amount of bill while shopping to be sure there is enough money for total

192. Checks register tapes and bills for accuracy

193. Is aware of sales taxes and how to compute

194. Counts change received after paying bill

195. Makes judgements about advertising propaganda and promotional materials

196. Uses classified and other sources of advertisement

197. Establishes priorities in buying food, shelter, clothing, etc.

198. Discriminates between luxury and need buying

199. Distinguishes values of new vs. used articles and use for which intended

200. Considers ecological implications of purchases

201. Makes judgement about when to sell articles

202. Understands terms of warranties/guarantees

203. Records serial number, model number, other information for identification

204. Marks valuable purchases with identification engraving tool provided by police in case of theft

205. Uses resources in selecting appliances, automobiles, etc. (e.g. Consumers Guides, Better Business Bureau, government publications, public service announcements, etc)

206. Knows where and when to obtain consumer protection information

207. Knows how credit cards/charge account systems operate

208. Compares credit vs. cash bu ying

209. Reads monthly bills and knows how and where to pay them

210. Knows that credit purchases/loans must be repaid

211. Resists high pressure salespersons and "come on" ads
   a. TV commercials
   b. door-to-door
   c. telephone solicitation
   d. mail solicitation
   e. job offers for magazine, gadget selling that have minimal reimbursement
   f. fly by night home repairs/renovations
   g. book and record clubs
   h. "con artists"

212. Is aware of advantages and disadvantages of lay-away plans

Supermarket skills

213. Reads newspaper/circular ads to determine best prices and which store has items for sale

214. Makes shopping list before going shopping and resists "impulse buying"

215. Cuts out coupons

216. Locates items in store

217. Selects required items from shelf, checking quantity, quality, and price

218. Compares prices, using comparative shopping figures usually given by market

219. Pushes cart and stands in line for checkout in manner which will not draw attention to him/herself

220. Places items on cashier's conveyor belt with prices up and with like items grouped together

Clothing skills (See also Application Forms: Mail Order 143-147)

224. Knows sizes of personal objects for self and family

225. Selects and wears appropriate clothing
   a. style, color, matching
   b. weather
   c. for the occasion

226. Measures for size and/or tries on clothing for fit

227. Reads labels for laundry care and content

228. Estimates amount of material for pattern

Restaurant skills

231. Orders take-out food over the counter

232. Orders food in sit-down restaurant

233. Aware of tipping procedures

234. Reads menu for variety and to keep within budget

Restaurant skills (cont)

235. Knows etiquette required/expected for dining out

236. Knows how to handle complaints about food

237. Estimates total bill before ordering

BUDGETING

240. Knows that money is necessary for purchasing items

241. Knows that only net income is available for spending(i.e., that there are deductions from gross pay)

242. Uses at least one format for preparing realistic budget
   a. shelter
   b. utilities
   c. food
   d. taxes
   e. clothing
   f. insurance
   g. transportation and travel
   h. leisure time/recreation
   i. personal services
      (1) medical
      (2) legal
      (3) grooming
      (4) dental
      (5) other
   j. charitable/non-profit organizations
   k. savings and investments
   l. home furnishings and repairs
   m. other

243. Realizes that life styles vary with income
   a. decides what is essential for life and what is optional
   b. decides on priorities

244. Maintains financial records to
   a. account for money spent
   b. monitor ability to remain within one's budget

245. Makes adjustments as necessary
   a. changes in income
   b. changes in family needs/size
   c. emergency situations

246. Plans daily/weekly budget of time to include necessary and optional activities

FOOD PREPARATION AND SERVING

250 . Washes hands before handling food

251. Prepares clean work surface before working with food

252. Pours liquids into various size containers

253. Puts bread, cake, cookies on plate

254. Opens packages, wrappers, jars, cans

255. Places sliced meat, cheese, tomatoes, etc. on plate

256. Cleans vegetables and fruits

257. Butters bread and makes sandwiches

258. Prepares mixed drinks, such as Kool-Aid, frozen orange juice, etc.

259. Obtains ice cubes and refills trays

260. Cuts and serves cake

261. Uses electrical appliances (toaster, dishwasher, blender, mixer, etc.,) safely and appropriately

262. Peels vegetables/fruits

263. Sets timer and checks clock for cooking

264. Turns on and off electric or gas range/oven and burners

265. Heats food from can as is, or by adding liquid

266. Makes uncooked desserts (Jello, puddings, etc)

267. Makes packaged mix cakes and cookies (dropped and those requiring rolling/cutting)

268. Cooks frozen vegetables and other range-top foods

269. Heats frozen food in oven (TV dinners, rolls)

270. Prepares hot drinks (tea, coffee, hot chocolate)

271. Puts cooking utensils away, after being cleaned)

272. Cleans up utensils and range/oven

273. Cleans refrigerator

274. Sets and clears table

275. Carries food to table

276. Passes food to others

277. Wipes crumbs, etc., from table with damp cloth

278. Washes dishes, after rinsing and stacking them

279. Dries and puts away dishes, silverware, etc. / unloads dishwasher

280. Stores food appropriately
   a. use of refrigeration and freezing
   b. air tight containers for crispness
   c. covers to retain moisture
   d. puts similar articles together for economy of storage and convenience

281. Decides what can be saved/re-used and what to discard as garbage

282. Disposes of cans, bottles, etc.

283. Prepares simple food/snacks for self and family/visitors
   a. breakfasts
   b. lunches
   c. dinners
   d. desserts

284. Assembles necessary ingredients/utensils before preparing food

285. Cleans counter, dishwashing areas

286. Cleans pans, pots, using scouring equipment if necessary

287. Uses appropriate amount of detergent/soap

288. Compares value of convenience vs. home-prepared foods, frozen vs. fresh/canned

289. Compares nutritional/caloric values for well-balanced diet

290. Plans menus using understanding of nutritional meal

291. Plans menu using weekly ads, coupons, in season food, dietary needs of family members

292. Chooses foods which s/he can prepare independently

293. Plans time for shopping/preparation of food

294. Measures accurately for cooking

295. Estimates quantity for preparation and serving

296. Reads and prepares simple recipes

297. Makes adjustments in recipes as required

298. Works safely in kitchen and other areas of home

SHELTER

301. Decides when/what/where/size/cost of renting vs. buying

302. Is aware of services included in rent

303. Reads/understands leases and contracts

304. Is aware of security deposits and possible loss for violations

305. Compares quality of construction of homes and furnishings

305. Knows where to obtain mortgage, types of mortgage

306. Understands responsibility of having mortgage

307. Knows where to obtain information about quality and availability of maintenance and other services

308. Makes minor household repairs
   a. replacing light bulbs
   b. repairing electrical cord sockets
   c. putting up shelf
   d. replacing faucet washer
   e. replacing light switch
   f. patching plaster
   g. cleaning rain gutters
   h. nailing on broken molding or other wood trim
   i. changing storm windows and screens
   j. oiling appliances
   k. glueing broken chair rungs and other furniture
   l. replacing broken hooks and handles
   m. changing belt on vacuum cleaner
   n. fixing broken toys

309. Identifies/names/uses/takes care of basic tools

310. Manipulates switches, locks, knobs, levers, handles, etc. commonly found in homes/neighborhood environment

312. Maintains grounds around home
   a. mows lawn
   b. trims shubbery
   c. takes care of vegetables/flower garden
   d. rakes leaves
   e. paints

313. Estimates amount/cost of floor covering, wiring, piping, cement, paint, etc., needed for projects

314. Is aware of liability for safety of others: homeowners, tenants insurance

315. Purchases adequate insurance (homeowners, mortgage, tenants)

316. Cares for animals'and pets' needs

317. Knows importance of animals in environment

318. Shops for best buy (gets estimates) for home repair services

319. Is aware of local ordinances re: zoning, moving permits, and knows where to obtain up-to-date information

320. Uses proper security precautions

321. Is aware of laws regarding discrimination in housing

322. Uses services of local Board of Realtors to obtain information

323. Is aware of services rendered by realtors and uses these as required

UTILITIES

327. Knows various types of utilities and of their services

328. Knows how to get in touch with utility companies

329. Reads bills and sport major inconsistencies

330. Conserves energy; uses more efficient types of energy and energy-saving devices

331. Uses telephone efficiently

332. Uses telephone directory for information: is aware of the many kinds of information it contains

333. Knows most economical times for telephone rates

334. Knows emergency procedures for gas leaks, power failures, water problems, etc.

335. Knows how utilities are "piped" to destination (e.g. electricity/telephones use wires; water/sewers use pipes, etc.)

336. Knows how to turn off utilities (e.g, removing fuse, using cut off switch at fuse box, turning off water at main valve, turning off gas as source, etc)

337. Knows how to survive without public utilities and alternative sources of supply

338. Compares prices/efficiency/availability of various home heating systems

339. Is aware of surcharges, fuel adjustments, etc., on bills

340. Knows when/how to order more fuel and preventative maintenance of equipment

CLOTHING (See also Buying)

343. Sorts clothes by color and type for washing

344. Hangs laundry on line after being washed, or uses dryer

345. Removes clothing from dryer/line, sorting by ownership

346. Folds dry clothing and stores in drawers, or places on hanger in closet

347. Loads washer and adds detergent

348. Transfers loads to dryer from washer

349. Irons simple pieces of laundry

350. Hand washes sweaters, certain wools, as required

351. Operates coin laundry equipment

352. Recognizes which materials can be laundered and how to care for various fabrics

353. Sews/makes repairs to clothing , buttons, hems, small holes, broken seams
    a. by hand
    b. by machine

354. Lays out pattern, pins, and cuts material with pattern (estimates amount of material needed)

355. Shops for own clothing

356. Recognizes durable clothing at appropriate prices

357. Selects and wears appropriate jewelry and cosmetics

358. Blends colors to get good "match"

359. Knows sizes of own clothing and shoes/ and those of family

360. Shines shoes when needed

361. Changes clothing for cleanliness, change of activities, etc.

362. Attempts to maintain clean, neat appearance

363. Dresses in way so as not to call undue attention to self

364. Knows appropriate clothing for the occasion / for the weather

365. Manipulates umbrella in useful and safe way (for self and others)

366. Knows how and when to get clothing cleaned/repaired

367. Opens small clips on jewelry, safety pins, etc.

368. Selects own clothing

368. Identifies own clothing whenever s/he sees it, in variety of situations

369. Remembers to carry handkerchief or tissues, wallet, keys, etc.

370. Checks to be sure clothing is "put together" properly (all buttoned, zipped, tucked in, covered)

371. Closes doors, drawers, etc., when finished

372. Puts away clothing when finished with them

373. Measures for size
   a. has concept of big, little, fit
   b. uses ruler, yardstick, tape measure
   c. matches end to edge, reads numerals
   d. knows point of body to be measured: bust/chest, waist, hip, inseam

374. Reads labels for laundry care and content

OTHER HOUSEHOLD CHORES
(See also Food Preparation, Shelter, Clothing)

377. Makes own bed

378. Changes own bed prior to laundry

379. Folds blankets

380. "Straightens up" room(s)

381. Uses cleaning agents
- a. mop
- b. duster
- c. broom
- d. vacuum cleaner
- e. dust pan and brush
- f. sponges
- g. wet mop
- h. furniture polish/floor wax
- i. tile cleaner
- j. window/glass cleaner
- k. other

382. Washes automobile

LEISURE TIME/RECREATION

386. Budgets and uses time for personally satisfying activities

387. Uses leisure time wisely
   a. alone
   b. watching others
   c. participating with others

388. Knows how to avoid boredom: knows a variety of leisure time activities

389. Enjoys skating, hiking, swimming, and other sports/physical activities

390. Knows options, rules, and sources for activities, games, hobbies
   a. obeys rules
   b. takes turns/shares

391. Finds ways to create own diversion: can make own games, etc.

392. Takes initiative in planning activities

393. Assumes roles of leadership/follower/functioning as team member, depending on circimstances

394. Is aware of and uses resources, such as state parks, libraries, municipal pools, concerts, etc.

395. Uses equipment responsibly

396. Accepts defeat and vistory graciously

397. Is willing to accept consequences of actions

398. Selects appropriate activities and companions

399. Estimates cost of activities

400. Dresses appropriately for leisure time activities

401. Behaves appropriately in variety of leisure time situations

402. Has realistic view of own abilities: when to compete and when to just watch

403. Asks for help in becoming more preficient in activities

404. Shows interest in developing hobbies

405. Discovers/uses natural environment carefully
   a. animal lore, trees, reptiles, insects, rocks
   b. cookouts/picnics
   c. gardening/flower arranging

406. Knows national heros, including movie stars, pop singers, sports personalities, etc.

407. Feels free to be an individual within limits set by society

408. Copes with reaction of society to one's own life style

409. Makes judgments about when to conform and when to maintain one's individual characteristics

410. Has ability to compromise when practical

411. Knows when to stop activity or behavior

TRANSPORTATION (Public/Private)

415. Rides bicycle and other self-propelled vehicles safely and in appropriate places

416. Takes driver education program if available/is eligible

417. Knows how to evaluate used car

418. Drives responsibly when driving

419. Understands regulations of motor vehicle code

420. Knows legal implications of driving, including where to obtain bail bond

421. Knows procedures in case of accident

422. Locates street addresses, knowing city grid numbering system, maps, etc.

423. Plans for time/cost/alternative routes to arrive at destination

424. Plans for hotel/motel/camping, etc., facilities as required while traveling

425. Has at least minimum knowledge of mechanics of vehicles

426. Is aware of potentially dangerous hazards (hopping trains, hitch hiking, etc.)

427. Maintains car, shops for reliable repairman, makes minor repairs (changing tire, etc)

428. Has knowledge of preventative maintenance for vehicles (maintenance schedules, reading gas guage, keeping spare inflated, water level in battery, oil checks, etc.)

429. Uses public transportation, if available

430. Knows of services for travelers (auto clubs, travel agencies, travelers aide)

431. Reads timetables, schedules, road maps, rate schedules

FAMILY RELATIONSHIPS

435. Recognizes family and neighborhood members' roles
   a. family and family members
   b. neighbors and neighborhood
   c. friends
   d. interrelationships between the above
   e. interdependency of the above

436. Relates appropriately to family, neighbors, peers
   a. conventional manners
   b. acceptable language

437. Participates in activities of family, neighborhood, with peers

438. Adjusts to changes in relationships, space, etc.

439. Is aware of alternative life styles

440. Knows where to seek help for family problems (family services/counseling)

441. Is aware of responsibility for care and support of children

442. Has working knowledge of family planning and sex education and knows where help may be obtained

443. Practices personal hygiene (See physical/mental health strands in Level III, also Self-Help skills in Level I)

444. Understands/accepts sexual impulses and body feelings

445. Knows functions of parts of bodies, including differences in male/female functions

INSURANCE

446. Is aware of needs for diversity of types of insurance
   a. automobile: collision, liability, "no fault" concept
   b. homeowners
   c. life
   d. medical, dental
   e. mortgage and other credit
   f. title insurance

447. Knows how to select insurance agent; comparative shopping, efficiency in reporting/processing claims

448. Is aware that information about insurance may be obtained from National Association of Insurance Agents, State Insurance Commissioner, etc.

449. Reads insurance policies or asks for simplification of language

TAXES (See also Applications: Income Tax)

452. Reads tax bills

453. Has knowledge of how/where to pay (discounts)

454. Is aware of tax terms (mills, assessment, liens)

455. Has knowledge of possible penalties for non-payment

456. Makes arrangements for filling in and filing tax forms

457. Plans for payment of taxes (see budgeting)

458. Understands there are different types of taxes
   a. Federal/city/county/township
   b. school
   c. personal property
   d. income
   e. sales, gasoline, luxury, excise
   f. transfer
   g. social security
   h. per capita
   i. occupational privilege
   j. inheritance
   k. other

459. Is aware that tax laws and requirements are constantly changing; therefore of the need to know where to get information that is current

USE OF TOOLS

462. Recognizes name and use of common household tools

463. Uses tools carefully and safely
   a. hammer, nails
   b. screw driver, screws
   c. wrench, pliers
   d. stapler
   e. oil can
   f. shovel
   g. rake
   h. lawn mower
   i. hoe
   j. hedge/grass clippers, edger, pruning equipment
   k. wheel barrow
   l. putty knife, scraper
   m. paint brush
   n. ruler and other measuring devices
   o. saw (hand and power)
   p. drill
   q. wire cutter and other metal cutting devices
   r. other

464. Maintains tools in good condition
   a. having them sharpened as required
   b. care of electrical connections
   c. routine cleaning, oiling

CAREERS

467. Knows name and function of roles performed in community (community helpers)

468. Knows location and function of major community industries, business locations

469. Identifies skills required for variety of careers

470. Assesses own strengths/weaknesses to determine which jobs s/he might realistically be able to learn to perform

471. Seeks information about careers in which s/he is interested
   a. people already occupied in that career or related occupations
   b. library / school resources

472. Knows where training in occupations may be obtained

473. Knows where job counseling may be obtained

474. Begins preparation for employment by developing skills in muscular coordination
   a. folding
   b. sorting
   c. matching
   d. stuffing
   e. sanding
   f. painting
   g. molding
   h. collating
   i. stapling
   j. packaging
   k. stacking
   l. assembling
   m. cutting
   n. homemaking chores
   o. home repairs
   p. lawn/garden maintenance
   q. crafts/hobbies
   r. other

475. Discusses consequences of choosing job wisely

GETTING A JOB (See also applications: job)

477. Knows vital statistics, relevant dates , of own history, family , relatives, schooling, job experience, personal references, social security number, birthplace, height, weight, etc.

478. Fills in required applications/forms

479. Makes good "first-impression"
   a. hair clean, neatly combed
   b. breath and teeth: clean and fresh
   c. make up appropriately applied and appropriate for occasion
   d. absence of gum chewing, cigarette smoking and other behaviors which might be considered negatively by prospective employer
   e. clothing, neat, clean, appropriate, all together (buttons on, no holes, everything zipped, buttoned, sewn)
   f. body cleanliness

480. Able to engage in social conversation
   a. maintains eye contact
   b. has good posture
   c. avoidance of inappropriate responses (giggling, loud laughter, etc.)
   d. has social graces ("How are you?", "It was nice to have met you," hand shaking, etc.)

481. Answers questions by interviewer ("what have you studied at school to prepare you for this job," etc.)

482. Asks questions of interviewer
   a. what is the pay?
   b. what are the hours?
   c. who would be my boss
   d. days off, benefits, scheduling, etc. (see also 492)

483. Exhibits self-confidence

484. Listens carefully

485. Understands selection procedure: difference between initial interview and placement interview

486. Able to handle telephone response if employeer/interviewer calls for additional information and/or offer of employment or rejection

487. Has mobility to get to and from prospective place of employment

488. Knows where and how to look for work (employment bureaus, newspaper ads, State Employment Service, etc.)

489. Is aware of how to obtain additional training (BVR, Manpower, etc.)

490. Is aware of need for letters of reference and documentation for personal data

491. Knows how to apply for unemployment and workmen's compensation benefits

492. Is aware of benefits that are part of job opportunity comparisons:
   a. vacations
   b. medical, life, disability, dental insurance
   c. bonuses
   d. availability of overtime
   e. sick leave
   f. apprentice training
   g. union membership
   h. job security, seniority

493. Knows about fair employment practices legislation (antidiscrimination)

KEEPING A JOB

500. Keeps record of time worked as required by employer

501. Is aware of Labor Department regulations regarding number of hours worked, overtime, rest periods

502. Asks about rates of pay, job classification, raises, etc.

503. Is aware of hazards/safety at work
   a. estimates weight of object before lifting
   b. uses safety equipment
   c. has knowledge of toxic substances, how to handle them, and antidote for them

504. Takes advantage of training for advancement and change of jobs

505. Is able to get along with employers, foremen, fellow employees

506. Follows directions, takes criticism/orders without offense

507. Uses appropriate mathematics/measurement skills on the job

508. Uses appropriate language arts skills on the job

509. Understands deductions from pay check and checks amount

510. Keeps employment records for future use

511. Knows how to report violations of human rights/employment discrimination regulations

512. Is aware of what constitutes grounds for dismissal

513. Reads work schedules and directives

514. Expresses self so that others can understand questions or requests for assistance

515. Conducts self in sociable manner
   a. pleasant interchange of greetings
   b. no extremes of shyness nor agressiveness
   c. has acceptable eating/personal cleanliness habits

516. Works to degree of independence required of job

517. Ability to work cooperatively with others; or in close coordination with other jobs

518. Maintains consistent rate of speed/performs at acceptable pace required by job

519. Is reliable in attendance

520. Reports to work punctually

521. Is able to perform more than one activity at the near same time

522. Has awareness of time/ability to perform activities within a schedule

523. Is able to perform within well-defined tolerance of accuracy

524. Has dexterity required for job

525. Makes decisions/choices related to work function within reasonable time

526. Remembers locations, procedures, special nomenclature of the job

527. Has tolerance for repetitiveness/monotony of activity

528. Has physical stamina/strength appropriate for job

529. Performs continuously as required by job, working when there is work to be done, resting after normal periods of activity

530. Takes initiative in keeping busy (doesn't wait to be told to do the obvious)

531. Accepts responsibility for own work

532. Volunteers for tasks; accepts responsibility when appropriate

533. Has attention span appropriate for task
    a. alone
    b. in small group
    c. with supervision
    d. without supervision

534. Completes tasks

535. Reviews/checks own work before handing it in

536. Makes corrections as required

537. Evaluates quality of own work

538. Gets out of way of people carrying things, working, etc.

539. Discusses possible new activities/tasks

540. Relates previously mastered activities/tasks to new ones

541. Willing to try new activities/tasks

542. Changes routine when alternatives presented/reasons given

543. Independently tries to put new ideas/things into different combinations

544. Uses objects in innovative ways

545. Plans action before carrying it out

546. Has ability to overcome minor discomforts to be at work
547. Has ability to discern when to stay at home from work
548. Gets up/goes to work without reminder
549. Stays in assigned area as required
550. Leaves work/social situations at appropriate time
551. Adjusts behavior to working situations
552. Returns objects/materials to assigned place
553. Treats property of others as s/he would her/his own
554. Asks for advice after identifying mistake
555. Maintains tools in proper condition
556. Uses approximate amount of material required for project
557. Is able to handle self in emergency without panic (knows where to get help)
558. Understands employer-employee relationship
559. Understands role of union in working situation
560. Adjusts behavior to fit rules in given situation; follows daily schedule
561. Identifies, names, uses tools/equipment found in vocational setting
562. Responds in positive verbal manner toward working and job situations

565. Uses telephone as tool of communication

566. Uses telephone or other services in emergencies

567. Has knowledge of postal services/rates
   a. letters, post cards
   b. parcel post
   c. bulk mailing

568. Knows how to send telegram

569. Reads TV, radio schedules

570. Knows of possible misuse of TV, radio, CB radio, etc.

571. Uses TV, radio, CB's for communication, information, enjoyment

572. Knows of laws for use of CB's, telephones, cable TV, etc.

573. Reads newspapers, magazines, billboard advertisements

574. Uses telephone directory

575. Is aware of Civilian Defense and other government agencies and their emergency functions

576. Takes part in public meetings and group discussions appropriately

577. Reads charts and graphs

578. Tries to keep current on important new developments at work, in the community, in the world

ENRICHMENT; LITERARY/FINE ARTS
(See also Leisure Time/Recreation)

582. Expresses thoughts on paper (poems, ideas) for own enjoyment

583. Reads for information and enjoyment, if such skills have been developing at earlier levels of curriculum

584. Enjoys literature, plays, the dance, etc., at own level of development
   a. watching
   b. listening to
   c. participating in

585. Explores creative vields (music, art, dance, drama, etc.)

586. Performs for others as ability allows

587. Makes posters, paints, carves, etc.

588. Takes photographs and has them developed

589. Responds to rhythm and changes in tempo

590. Does fold dances and current dance steps

591. Chooses appropriate TV shows, movies, etc.

592. Improves skills in art, music, the arts
   a. listening
   b. looking
   c. performing

593. Participates in community-sponsored activities

594. Knows how to keep self informed of opportunities for enrichment in the community

595. Takes initiative in asking others to accompany him/her to enriching activities

CONSUMER PROTECTION

598. Guards against false/misleading propaganda/advertising

599. Knows rights, agencies, such as legal aid, etc.

600. Is aware of guarantees, warranties and how to get help if companies default

601. Is aware of environmental/food/drug/additive hazards
   a. alcohol
   b. smoking
   c. drugs (prescriptive and over-the-counter)
   d. lead paint and other toxic substances
   e. aerosal cans
   f. foods
   g. cosmetics

602. Makes own decisions regarding use of above after weighing evidence given by authorities

603. Knows how to be involved in changing of laws/regulations

INDEPENDENCE AND MOBILITY

606. Travels around neighborhood without supervision
   a. familiar places
   b. unfamiliar places

607. Locates north, south, east, west, using environmental clues

608. Locates building in city/town using numbering of blocks and even-odd sequencing of buildings

609. Locates specific room in public building

610. Follows directions given for locating unfamiliar addresses

611. Gives directions to others for locating places in neighborhood

612. Orients self while traveling by position of sun, shade, other environmental clues

613. Understands meaning of directional signs, warning signs, etc.

614. Locates commonly used buildings/services and remembers how to get there
   a. post office , police, fire departments
   b. bank , doctor and dentist
   c. church , Social Security and public assistance offices
   d. school , hospital, employment agencies
   e. theater
   f. recreation centers
   g. library, museum
   h. place of employment
   i. other

615. Estimates units of measurement accurately while traveling

616. Estimates time/rate/accurately while traveling

617. Uses wind, odors, noises, other environmental clues fororientation

618. Determines whether sound is moving or stationary, approaching or moving away

619. Makes plans for vacations, out-of-town trips with family, etc.
   a. with help (from family/friends)
   b. without help, or gets help from travel services

620. Reads maps, guides

621. Reads as sight vocabulary community and vocational signs and directions (e.g. street names, bus stop signs, names of stores, elevator directory, shelf designations, etc)

622. Knows how to obtain help and information (See Appendix)

623. Travels safely and effectively
   a. public/private transportation
   b. inclement weather
   c. in congested pedestrian traffic
   d. in own neighborhood
   e. in larger city
   f. in rural areas

624. Uses community resources effectively
   a. communicates concerns to officials
   b. mail service
   c. telephone service : public phones, as well as own telephone
   d. laundromats
   e. emergency services
   f. Legal Aid society
   g. other

PRESERVING THE ENVIRONMENT

627. Knows of need to conserve natural resources/energy

628. Knows ways of conserving natural resources/energy (e.g. recycling, fuel conservation, etc)

629. Protects wildlife

630. Knows of effects of pollution on health

LAW AND ORDER (See Consumer Protection)

635. Understands contracts, wills, leases, guarantees/warranties, etc.

636. Knows of rights and responsibilities as citizen (e.g. civil , constitutional rights)

637. Knows of functioning of police and court systems

638. Applies for permits for driving car, moving, adding to property, etc.

639. Obeys local ordinances and laws

640. Understands concepts of laws and need of legal authority

641. Has respect for
   a. property
   b. rights of others
   c. authority figures

642. Can explain personal legal rights

643. Knows how and when to seek legal aid

GOVERNMENT

646. Understands voting procedures

647. Votes in elections, after getting basic knowledge of issues and how candidates view them

648. Understands functioning of local government

649. Understands functions and checks/balances of sections of national government
   a. legislature
   b. executive
   c. judicial

650. Understands functions of state government

651. Meets tax obligations

652. Knows it is possible to influence governmental decisions: making one's views known to elected officials and bureaucracy

MENTAL HEALTH

653. Separates from those on whom s/he has been dependent (e.g. parents, peers, etc) in appropriate places, yet knows of need for supervision/help in other situations

654. Assumes responsibility for adult/family/employee life

655. Organizes daily activities

656. Assesses own strengths and weaknesses/successes and failures

657. Determines own values/beliefs

658. Works on improving own weaknesses

659. Makes own decisions with minimal adult supervision

660. Offers constructive criticism of others, if appropriate

661. Expresses opinions when asked

662. Accepts legitimate blame voluntarily

663. Understands that one's personality affects others

664. Quiets down after active periods

665. Stays calm after disappointment/change

666. Allows disturbances to be settled and remain settled (without constantly rehashing them)

667. Adjusts behavior to fit rules/routines/roles of variety of situations and changes in routine

668. Avoids self-destructive behavior

669. Makes choices after thinking them through (less impulsively); weighs consequences

670. Is aware of feelings of self and others, such as anger, love, sadness, humor, moods

671. Tries again after disappointment

672. Reveals only enough of inner self to be appropriate for various situations; confides in appropriate people

673. Accepts direction/criticism as being helpful

674. Leaves provoking situation if loss of control seems possible

675. Verbalizes feelings/controls temper

676. Conforms to group decisions despite personal disappointment/disagreement

677. Copes with changing family, social, employment situations and adapts to change

678. Copes with stress/strain involved in various stages of life

679. Assumes responsibility for actions

680. Knows function of and uses mental health services as necessary

681. Accepts one's self

PHYSICAL HEALTH

685. Seeks out appropriate objects/actions related to bodily needs (cooler place when too warm; towel to dry hands, etc._

686. Seeks help for pain or suspected illness

687. Identifies proper lavatory facilities at home and in public places

688. Uses lavatory facilities when needed (toileting, hand washing, hair combing, bathing, washing of hair, etc)

689. Rolls up sleeves to avoid wetting clothes

690. Is careful about not splashing area and others

691. Uses deodorant as needed

692. Cares for own shaving needs, electric razor, etc.

693. Cares for self during menstral cycle

694. Brushes teeth and gums thoroughly

695. Uses mouthwash and other mouth/lip care products

696. Covers mouth when sneezing/coughing

697. Reports for periodic dental check-ups

698. Arranges for periodic medical check-ups

699. Keeps nails clean and filed to appropriate length

700. Washes hair

701. Gets hair cut when needed, getting styling as becoming to self

702. Cleans comb and brush

703. Blows dry and/or "sets" hair if needed

704. Recognizes and/or reports symptoms of disease/illness

705. Practices good health habits to prevent illness

706. Eats a balanced diet

707. Is responsible for taking medication on schedule

708. Plans schedule to ensure adequate sleep/recreation/work

709. Controls external manifestations of feelings, such as grimaces, ticks, nail biting, fidgeting, etc.

710. Remembers to wear glasses or other prosthesis

711. Engages in sports appropriate to physical abilities (volleyball, jogging, swimming, softgall, football, basketball, bicycling, etc.)

712. Has correct posture when sitting/walking

713. Cares for eye glasses

714. Is aware of fatigue as sign for discontinuing activity

715. Keeps surroundings neat and clean

716. Is aware of need for proper amounts of sleep and that they will vary with people

717. Is aware of need for physical exercise

718. Combs hair, applies cosmetics , etc., in appropriate places

719. Has basic knowledge of dangers of drugs, smoking, alcohol, etc.

720. Is aware that above habits may be hard to break; that personal reactions to drugs, etc., will vary: some become addicted

721. Cares for self during minor illnesses

722. Recognizes symptoms which call for extra visits to professional people (e.g. to follow up when treatment given isn't "working")

723. Uses telephone for obtaining professional help

724. Knows how to prevent colds and other illnesses and the spreading of them

725. Is aware of changes puberty brings in physical, mental, emotional growth

726. Is able to live with these changes in self and in others

727. Selects portions of foods according to appetite, number to be served, nutritional value, time of day, etc.

728. Is willing to try new foods

729. Is able to wait for regular meal time to eat

730. Selects foods from each of "Basic Four" food groups

731. Is aware of danger of being overweight

732. Has knowledge of simple first aid

733. Changes underclothing, socks, etc., regularly

734. Wears clothing appropriate for changes in weather

735. Wears clothing of appropriate sixe (not too binding)

736. Is aware of problems of V.D., possible use of contraception/family planning and places/clinics where help may be obtained

737. Has knowledge of functioning/purpose of various body parts

738. Accepts differences in rates of individual growth and development (e.g. change of male voice, appearance of body hair, obvious external changes in male/female bodies)

SAFETY

742. Carries breakable objects

743. Describes meaning of various road signs

744. Recognizes people who can help in emergencies

745. Uses sound of traffic/machinery for safety cues

746. Crosses streets/congested areas safely: watches traffic signals and driver signs

747. Is aware of Civilian Defense and other government agencies and their emergency functions

748. Knows simple first-aid techniques

749. Uses elevators, escalators, revolving doors, automobile doors safely

750. Takes note of emergency exits, restrooms, drinking fountains in public places

751. Avoids hazards
   a. sharp corners
   b. open stairs
   c. broken glass
   d. hot stoves
   e. poisons/chemicals
   f. electric hazards
   g. drugs when not authorized by responsible person
   h. sharp instruments
   i. hot water
   j. sources of contamination

752. Investigates meaningful sounds/odors to determine significance(food burning, etc)

753. Is cautious with strangers and strange animals

754. Uses seat belts in car; remains seated in bus

755. Uses caution on wet floors, ice, waxed floors

756. Behaves appropriately during fire and other drills

757. Uses telephone for emergencies

758. Uses tools and appliances safely

759. Uses precaution in occupational work (e.g. safety glasses, helmets, etc.)

760. Prevents fires, takes precautions with flammable liquids

761. Knows how to smother flames in kitchen or other places

762. Uses proper security precautions in home and out in public

763. Knows emergency procedures for gas leaks, power failures, water problems, etc.

SOCIAL INTERACTION (See Appendix)

767. Is aware of the relationships between the individual and society

768. Is aware that individual freedom/privileges also bring responsibilities and controls for the public good

769. Is aware of the individual's influence on the environment/institutions

770. Is able to work for delayed reward

771. Monitors own speech for effect on others; self-corrects own behavior

772. Waits to be recognized/waits turn to speak, without interrupting others

773. Makes appropriate conversation; not too much chatter

774. Modulates voice when speaking with others

775. Accepts working/playing situations as good sport

776. Avoids disruptive actions in public (slamming doors, running down aisles)

777. Performs unpleasant tasks as necessary (i.e., cleaning up a mess)

778. Has consistent metho of problem solving:
   a. identifies problem/issue
   b. gathers and sorts information related to problem
   c. interprets that information
   d. develops alternative solutions
   e. defines course of action
   f. evaluates results of actions

779. Sets realistic goals
   a. lists all things that work against possibility
   b. lists all things that could help reach goal
   c. set deadlines for self
   d. revise goals as necessary

780. Responds to body language and other non-verbal cues

781. Expresses self through body language and non-verbal cues

782. Alters behavior according to peer group norms

783. Plays and works without interfering with others

784. Offers to help others

785. Apologizes without being reminded

786. Extends courtesy to others (offers seat, opens doors, etc.)

787. Uses actions of others as social cues

788. Respects authority figures in school, family, neighborhood, community

789. Knows and addresses family friends and neighbors by name

790. Completes assigned tasks

791. Makes introductions of parents, peers

792. Uses acceptable language

793. Answers telephone/doorbell appropriately, taking messages as required

794. Maintains appropriate social distance when speaking with another

795. Does not become too dependent on others (not a leech when befriended)

796. Uses correct titles when addressing people

797. Speaks clearly without mumbling

798. Pauses to allow others to speak

799. Models speech/tone after others in group

800. Makes self understandable to people of various classes/situations

801. Acts appropriately with member of opposite sex in various situations

802. Practices conventions of acceptable social behaviors; avoids inappropriate behaviors

803. Shows respect for employers and fellow employees

804. Touches others in suitable manner for different situations

805. Gives appropriate gifts or sends cards for birthdays and other holidays

806. Interacts with others on family/school field trips (spectator sports, theater, restaurants, shopping, dancing, at church, etc.)

807. Considers others' needs as being important

808. Adapts to difference in behaviors required at home, at school, at work, in formal vs. informal groups

809. Accepts/refuses invitations graciously

810. Accurately recounts occurences

811. Accepts cultural and other differences in people, food, dress, language, etc.

812. Acts as leader at appropriate times

813. Appreciates and respects family values

814. Gives to, as well as receives from, a friendship

815. Recognizes difference between a friend and an acquaintance

816. Selects the main ideas from conversation and responds to topic of conversation

817. Initiates appropriate social conversation

818. Responds to social conversation

819. Uses posture appropriate for speaker-listener relationships (e.g. stands, sits when appropriate)

820. Follows new leader as appropriate

821. Protects other children, friends, animals

822. Ignores/discourages offensive behavior of others

823. Keeps lists of frequently used addresses/telephone numbers

824. Extends right hand in proper location for shaking hands with another

825. Serves self in cafeteria

826. Becomes aware of differences in food preferences among various cultures and attempts those that are of interest

827. Selects foods which are easy for student to handle in public

828. Selects appropriate utensil for each eating/drinking task

829. Eats in manner which will not draw attention to self

830. Orders from menu in restaurant

831. Waits until designated time to leave table

832. If smoking, doesnot offend non-smokers

833. Reads and obeys notices/signs in public

PRIMARY TMR CONCEPTS ABOUT SEX
(Notes from T.H.O.R. Workshop, Spring, 1977)

1. Life comes from life (dogs have puppies)

2. All babies come from mothers (union of male-female)

3. All animals produce babies of the same kind

4. Boys and girls are physically different

5. Everyone needs feeling of belonging

6. Respect for bodies; there is nothing shameful about any part

7. Boys grow up to be men; girls to be women

8. Everyone has right to privacy and needs it

9. There is nothing wrong in having sexual feelings

10. All people are different in some way; also similar

11. All girls CAN be mothers, but don't HAVE to be (same with fathers)
    (note: One should only make babies when one can take care of them)

12. Don't touch another person you don't know; nor should people touch you.
    There is a right to refuse to be touched (even by someone you know)

INTERMEDIATE CONCEPTS

1. Sexual organs and their function

2. Process of reproduction/pregnancy

3. Physical/emotional changes in puberty:
   a. menstruation
   b. nocternal emissions

4. Proper health care in situations of #3 above

5. Sex is part of your total personality

6. Beginning of social responsibilities, values, various moral standards

7. Role playing: ideal/realistic relationsh ips between family members, dating

8. Role identification: clothing, responsibility, feelings

9. Masturbation (it is harmless and in some cases beneficial)

SECONDARY CONCEPTS

1. Marriage:
   a. the couple involved
   b. parents involved
   c. possibility of children
   d. the community they live in

2. Alternatives to marriage

3. Sex is a personal thing

A. Human Services

1. Police Station

101. Can locate police station in own community

102. Can recognize police station in other communities

103. Can identify situations that call for seeking help at a police station

2. Fire Station

104. Can locate fire station in own community

105. Can recognize fire station in other communities

106. Can identify situations that call for seeking help at a fire station

3. Hospital

107. Can locate hospital in own community

108. Can locate emergency room entrance

109. Can identify situations that call for seeking help at a hospital

4. Employment Agencies

110. Is aware of employment agencies/ services, how to obtain additional training (BVR, Manpower, etc.)

111. Knows how to apply for unemployment and workmen's compensation benefits

112. Can identify situations that call for seeking help at employment agencies

5. Public Assistance

113. Can locate Social Security Office in own community

114. Knows how to apply for welfare, food stamps, special services, etc.

115. Can identify situations that call for seeking help from Public Assistance programs

6. Counseling

116. Knows where to seek help for personal and family problems (family services/counseling/etc.)

117. Can identify situations that call for seeking help of counseling services

7. Public Places

118. Can seek help from:

(a) Information Desks
(b) Posted Directions
(c) Policemen
(d) Bell Boys
(e) Door Man

119. Can identify situations that call for seeking help when in public places

8. Recreation

120. Knows sources for activities, games, hobbies

121. Makes self aware of schedules for recreation activities (public swim times at YMCA, dates of entertain and sporting events, etc.)

B. Telephone Book

122. Can dial Emergency Numbers appropriate to situations

123. Can dial for Directory Assistance and provide needed information

124. Can dial for Operator and provide needed information

125. Can find phone numbers in telephone directory

126. Can dial numbers for home repair services in appropriate situations

127. Knows who to contact for utility problems and emergencies

D. Post Office

128. Can buy stamps

129. Can obtain needed information about addresses and zip codes

130. Can obtain needed information for mailing picking up packages and letters

D. Bank

131. Can appropriately seek information from tellers

132. Can appropriately seek information from managers

133. Can identify other locations for cashing checks (stores, offices)

C. Stores

134. Can appropriately seek information from sales clerks

135. Can appropriately seek information from store manager

136. Knows where and how to obtain consumer protection information

D. Automoblie

137. Can locate service station

Seeking Help and Information (con't)

138. Can appropriately seek assistance from service station

139. Can appropriately contact AAA or other road service agencies

SOCIAL INTERACTION SKILLS

Goal: To improve social interaction skills

Relating to self

Exhibits improved self concept through self awareness
a. worth
b. of actions
c. sex role
d. self image

Demonstrates improved self concept through self sufficiency
a. increasing responsibility for own actions
b. use of leisure time
c. trust in self-others
d. honesty

Exhibits improved self concept through self control
a. reduces frequency of impulsive behavior (i.e., stays in seat, raises hand before calling out, etc.)
b. motivates self in academic environment
c. completes tasks (i.e., attention span, attending behaviors, attendance, following directions, etc.)

Relating to others

Diminishes aggressive behavior
a. physical (e.g., fighting, kicking, etc)
b. verbal (e.g., profanity, name calling, etc)
c. other (e.g., silent provocation, inappropriate loudness, etc.)

Increases cooperative behavior
a. with teachers
b. with peers
c. with others (e.g., child care workers, itinerent specialists, etc.)

Develops increased awareness of others
a. presence (physical)
b. feeling (emotional)
c. expressing empathy (physical, verbal, etc.)
d. rights (tolerance, compliance, etc.)
e. interdependence (as receiver/giver)

Relates positively to authority figure
a. accepts role
b. acknowledges the right to authority
c. obeys

Develops adequate social role to function in everyday situations
a. as a leader/follower
b. in the family
c. sexuality (i.e., alternative lifestyles)

Relating to environment

Exhibits age-appropriate behavior

Demonstrates awareness of own effect on environment and dependence on it

Adapts to environmental surrounds and to change in them

Exhibits socially appropriate behavior, and functions adequately in social role

a. in classroom
b. in community
c. on the job

SSI

Supplemental Security Income

CAN PROVIDE MONEY FOR BETTER CARE AND TREATMENT FOR DISABLED CHILDREN

If your child has a handicap which prevents him or her from doing things like other children, inquire about SSI. SSI can mean money for a child's care and State payment of the child's medical expenses.

WHAT IS SSI?

Supplemental Security Income (SSI) is a Federal-State program that provides financial assistance for the aged and for the blind and disabled of any age who do not have sufficient income or resources of their own.

The program is administered by the Social Security Administration through the Social Security District Offices.

SSI HELPS BLIND AND DISABLED CHILDREN

This leaflet is about SSI for children. Because earlier aid programs for the blind and disabled were limited to persons age 18 and over, many persons think SSI also is limited to adults.

This is not correct. There are no age requirements for SSI. Persons of any age, even infants, who are blind or disabled may receive SSI.

The care of blind and disabled children can be costly, forcing a family to deprive themselves of essentials for other family members. SSI offers a way of reducing the burden -- a way of getting financial help.

WHICH CHILDREN ARE ELIGIBLE FOR SSI?

There are two main requirements for entitlement to SSI:

First, the child must be either blind or disabled.

Second, the income and resources available to the child must be within certain limits.

More on these two points is given below.

HOW IS BLINDNESS OR DISABILITY IN CHILDREN DETERMINED?

The determination of whether a child is blind or disabled is made from medical reports. Your child will need to be examined by a doctor, or perhaps several doctors. The Social Security Administration pays the doctor or doctors for their reports and any special examinations that may be required.

For SSI, blindness is defined as visual acuity of 20/200 or less, with best correcting lens, or a limitation in the field of vision to an angle that extends no more than 20 degrees.

Disability for SSI purposes means a medically determinable physical or mental impairment which has lasted or is expected to last for a period of 12 continuous months and is of such severity that it prevents the child from doing the things that children of his or her age normally do.

HOW IS THE FINANCIAL NEED OF CHILDREN DETERMINED?

Both the child's own income and resources and those of his parents are taken into account in figuring whether SSI is needed and, if so, the amount of the SSI payment.

In looking at the income and resources of the child's parents, however, the needs of the parents and their other dependent children are taken into account. Also, there are substantial deductions from the income for work expenses and work incentives. Thus, a blind or disabled child living with his mother and father and two dependent siblings could be eligible for SSI even though the monthly earnings in the family were as much as $1,400.

WHAT IS THE SSI PAYMENT?

The maximum individual SSI payment level is $210.20. This amount is received in one payment from the Social Security Administration. It is made up of $177.80 in Federal money and $32.40 in supplemental money supplied by Pennsylvania through the Department of Public Welfare.

The SSI amount paid for the individual child is this amount ($210.20) less the amount of income SSA determines to be available to the child from his own income and that of his parents. If there is no such income, the full $210.20 is paid monthly in the child's behalf.

If there is income to be counted as the child's income, the first $20 is disregarded. Thus, if the parents' income, after all deductions for their own needs, is $180, only $160 of this amount would reduce the SSI payment to the child. The SSI payment, in this instance, would be $50.20.

MEDICAL AND REHABILITATION SERVICES FOR CHILDREN

Anyone who is eligible for SSI payments, no matter how small, is also qualified to receive medical care through the Medical Assistance program, including payment for medication, dental care and appliances.

The SSI program also provides for rehabilitation services for children.

HOW TO APPLY FOR BENEFITS

If you believe a child in your care may be eligible for SSI, apply for it at your local Social Security Office. A listing of these offices is on the back of this leaflet.

When you call for an appointment, ask what kind of information you should bring with you so that your application can receive prompt attention.

SOCIAL SECURITY OFFICES

COUNTY		
ADAMS	Chambersburg, PA 17201	717-263-6128
ALLEGHENY	New Kensington, PA 15068	412-335-2341
	McKeesport, PA 15132	(412)678-8410/8372
	Ambridge, PA 15003	412-266-8500
	Braddock, PA 15104	412-351-5440
	Pittsburgh, PA 15205	412-361-7511
	Pittsburgh, PA 15213	412-644-5750
	Brentwood, PA 15227	412-644-2077
	Mt. Lebanon, PA 15228	412-644-5750
	Pittsburgh, PA 15235	412-644-5700
	Pittsburgh, PA 15222	412-644-2700
ARMSTRONG	New Kensington, PA 15068	412-335-2561
BEAVER	Beaver Falls, PA 15010	412-847-8630
	Ambridge, PA 15003	412-266-8500
BEDFORD	Altoona, PA 16601	814-944-4581
BERKS	Reading, PA 19601	215-376-3161
BLAIR	Altoona, PA 16601	814-944-4581
BRADFORD	Towanda, PA 18848	717-265-2137
BUCKS	Allentown, PA 18102	215-435-7500
	Bristol, PA 19007	215-785-5963
BUTLER	Butler, PA 16001	412-283-1400
CAMBRIA	Altoona, PA 16601	814-944-4581
CAMERON	Dubois, PA 15801	814-371-8250
CARBON	Hazleton, PA 18201	717-455-9541
CENTRE	State College, PA 16801	814-238-5854
CHESTER	West Chester, PA 19380	215-692-7922
CLARION	Oil City, PA 16301	814-676-1851
CLEARFIELD	Dubois, PA 15801	814-371-8250
CLINTON	Williamsport, PA 17701	717-323-8521
COLUMBIA	Bloomsburg, PA 17815	717-646-4637
CRAWFORD	Oil City, PA 16301	814-676-1851
	Meadville, PA 16335	814-724-6710
CUMBERLAND	Carlisle, PA 17013	717-243-5468
DAUPHIN	Harrisburg, PA 17108	717-782-3688
DELAWARE	Upper Darby, PA 19082	215-352-8660
	Chester, PA 19013	215-874-4371
ELK	Dubois, PA 15801	814-371-8250
ERIE	Erie, PA 16501	814-452-2231
FAYETTE	Charleroi, PA 15022	412-483-6656
	Uniontown, PA 15401	412-438-2560
FOREST	Oil City, PA 16301	814-676-1851
FRANKLIN	Chambersburg, PA 17201	717 263-6128
FULTON	Chambersburg, PA 17201	717-263-6128
GREENE	Washington, PA 15301	412-228-4566
HUNTINGDON	Chambersburg, PA 17201	717-263-6128
INDIANA	Indiana, PA 15701	412-463-0121
JEFFERSON	Dubois, PA 15801	814-371-8250
JUNIATA	Lewistown, PA 17044	717-242-1434
LACKAWANNA	Carbondale, PA 18407	717-282-6900
LANCASTER	Lancaster, PA 17603	717 393 5661
LAWRENCE	New Castle, PA 16101	412-658-6566
LEBANON	Lebanon, PA 17042	717 273 3000
LEHIGH	Allentown, PA 18102	215-435-7500
LUZERNE	Pittston, PA 18640	717-655-1665
	Hazleton, PA 18201	717-455-9541
LYCOMING	Williamsport, PA 17701	717-323-8521
MCKEAN	Dubois, PA 15801	814-371-8250
	Olean, N. Y. 14760	716-372-1830
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	Norristown, PA 19401	215-277-5905
MONTOUR	Sunbury, PA 17801	717-286-7180
NORTHAMPTON	Easton, PA 18042	215 250 4351
	Easton, PA 18042	215-250-4351
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	Philadelphia, PA 19144	215-597-0620
	Philadelphia, PA 19104	215-387-1060
PIKE	Scranton, PA 18501	717-344-7101
POTTER	Olean, N. Y. 14760	716-372-1830
SCHUYLKILL	Hazleton, PA 18201	717-455-9541
	Pottsville, PA 17901	717-622-1490
SNYDER	Sunbury, PA 17801	717-286-7181
SOMERSET	Johnstown, PA 15901	814-536-0781
	Somerset, PA 15501	814-445-6151
SULLIVAN	Towanda, PA 18848	717-265-2137
SUSQUEHANNA	Carbondale, PA 18407	717-282-6900
	Binghamton, N. Y. 13902	607-722-5422
TIOGA	Corning, N. Y. 14830	607-936-4567
UNION	Sunbury, PA 17801	717-286-7181
VENANGO	Oil City, PA 16301	814-676-1851
WARREN	Jamestown, N. Y. 14701	716-484-0363
WASHINGTON	Charleroi, PA 15022	412-483-8656
	Uniontown, PA 15401	412-438-2560
	Washington, PA 15301	412-228-4566
WAYNE	Carbondale, PA 18407	717-282-6900
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	McKeesport, PA 15132	(412)678-8410/8372
	Charleroi, PA 15022	412-483-8656
	Johnstown, PA 15901	814-536-0781
	Uniontown, PA 15401	412-438-2560
	Greensburg, PA 15601	412-832-8760
WYOMING	Scranton, PA 18501	717-344-7101
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DOCUMENT RESUME

ED 155 583 CG 012 704

AUTHOR McCammon, Susan; And Others
TITLE A Social Problem Solving Intervention and Consultation Program.
PUB DATE 77
NOTE 33p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (Hollywood, California, May 4-7, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Consultation Programs; Elementary Education; Higher Education; *Intervention; *Problem Solving; Program Descriptions; *Program Development; Public School Systems; *Social Problems; *Systems Development

ABSTRACT

This document describes a university-related program to teach social problem solving skills to sixth graders at a predominantely black middle school, which evolved to become a systems linkage intervention. The development of the Social Problem Solving Program (SPS) is discussed. The following stages are included: entry into the school system, needs assessment, building of a research team, securing permission of the ethics committees and parents, development of curriculum, training of teachers, development of assessment tools, and classroom training sessions. Further discussion identifies the systems which have been linked with the project and relates the strategies and rationale for the linkages. These systems include the families of the students, the school psychology system, the teaching and administrative staff, and linkages with the university staff and students. (Author)

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A Social Problem Solving Intervention and Consultation Program*

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University of South Carolina

In F. Medway (Chair) New directions in school mental health consultation. Symposium presented at the meeting of the Southeastern Psychological Association, Hollywood, Florida, 1977.

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*We would like to acknowledge all those who helped with the Project: undergraduate assistants - Linda Dunbar, Gina Runyon, Mike McCammon, Lynn Pagett, Avdello Ford, Marion Hampton, Keith Waring, Mike Brown, Doug Stevenson, Karen Jackson, and others; Ray Corley for conducting a Values Clarification Workshop for the undergraduate assistants; the teachers and staff of the middle school; L.F. ("Mac") McClure for his guidance, encouragement and support of our team; Frank Ellis, John Gibbons and Elaine Vincent who also participated in the project.

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Running head: Social Problem Solving

following is a list of some of the parents' concerns which were presented to the School Superintendent:

a. Black students were rejected by white teachers.

b. White students were looked down upon by teachers because they continued to recieve their education in the public school system.

c. Teachers lacked morale, competence and professionalism.

d. Although the school had a student population that was 90-93% black it had no black administrative staff.

e. Discipline measures used in the school were ineffective and antiquated.

f. Six and nine-tenths per cent of all white children were suspended and 14.9% of all black children were suspended during the 1972-1973 school term.

Eventually the principal was given a higher level appointment, removing him from the school. However, the parents were concerned that the problems in school were not going to be eliminated by the removal of one individual. Because of this concern several parents were looking for programs which might benefit the school.

L. McClure, Ph.D. presented a colloquium in the Spring of 1975 at the University of South Carolina on Social Problem Solving (SPS). Dr. McClure's findings indicated that the SPS training had the potential of improving the social functioning of individuals receiving the training. Shirley Fitz-Ritson, the PTA president who was also a psychology graduate student, was present at the coloquium and later discussed this presentation with the District Superintendent in charge of middle schools and with the new principal at the school. Both expressed an interest in meeting Dr. McClure if he came to work in South Carolina.

A Social Problem Solving Intervention and Consultation Program

This paper reports on the initiation, delivery and evaluation of a program for positive mental health carried out in an urban public middle school from the Spring Semester, 1976 to the Spring Semester, 1977. Specifically, this project involved the addition of Social Problem Solving Training to the curriculum of sixth grade students.

Briefly, Social Problem Solving (SPS) is the application of general problem solving strategies to interpersonal situations, according to Goldfried and Goldfried (1975, p. 104):

> The general goal in problem-solving training is not to provide individuals with specific solutions to specific problematic situations, but rather to provide general coping strategy, so that they may be in a better position to deal more effectively with a wide variety of situational problems.

Our model of the social problem solving process can be outlined in five steps (Allen, Chinsky, Larcen, Lochman & Salinger, 1976; Goldfried & Goldfried, 1975; McClure, 1975):

a. Orientation to problem solving - acquiring the attitude that individuals are capable of solving their own problems.

b. Problem identification- identifying problems and defining them in specific terms.

c. Generating alternative solutions - brainstorming for the purpose of identifying the maximum number of possible solutions.

d. Consideration of consequences - evaluating available solutions in terms of their probable outcomes.

e. Elaboration of solutions - specifying the steps necessary to carry out the chosen solution.

This paper is designed to describe the process of entering the school system, developing the intervention and devising the techniques of measurement and maintanence of the project. Research findings on the effects of this project with sixth graders are not included in the present paper but will be published at some future time.

This paper is arranged into five major sections which are chronologically ordered. The first section is a historical overview dealing with the background of the project, entry into the school system, initial environmental assessment of the system and system maintanence procedures. Part II is a discussion of the three types of training carried out as part of the project: teacher training, in class pupil training, and undergraduate assistants' training. The evaluation methods are included in Part III; the process of linking resources is described in Part IV. The final section deals with the family intervention strategy which evolved at the end of the school intervention project. A calendar which the formation of the project's components is presented in Table 1.

PART I - HISTORICAL OVERVIEW

Background

Prior to initiation of the project the middle school had been the subject of much local concern. Parents charged that students were not being educated in an acceptible social or psychological environment. It is difficult to portray the unhappiness and anger many of the parents expressed over the manner in which the school was being run. Parents, on an individual basis and in groups, went to the Superintendent of Schools demanding that the principal and some members of the administrative staff be removed from the school. The

Subsequently in January 1976, Ms. Fitz-Ritson arranged a meeting with the new principal, Dr. McClure, and herself. The outcome of the meeting was the enthusiastic support of the principal for initiating a SPS project in the school.

The original research team was formed in February 1976. The team consisted of Dr. McClure and five students (one of which was PTA president) in the Clinical-Community Psychology graduate program. Initial team meetings were spent in orienting the team to SPS as an intervention strategy and developing our team objectives. Undergraduate students joined the team as assistants in various aspects of the program. By the Spring semester (1976) thirteen university undergraduates were involved. Most were psychology majors and all received academic credit in psychology for their participation.

Entry and systems maintanence

Two questions frequently asked by school researchers are "how do I get into the system?" and "how do I stay in?" These were the questions we asked ourselves as we developed an action plan and proceded to begin our intervention .

Entry.

Our objectives for this entry stage were not only to gain permission and support to introduce a social problem solving curriculum in a middle school; but also we aimed for an attitude of ownership and collaboration on the part of the students, parents, teachers, and school administrator. We wanted them to feel responsible for and excited about the project and we wanted them to take their rightful place in the project, as experts in the workings of their own school environment.

Our method to reach these objectives can be broken down broadly into three basic ideas: a) "go through the front door" - be open about payoff,

and goals and what we could offer in return b) assess the needs and concerns of the system, in order to understand the school environment and to tailor the problem solving program to the specific needs of this school, and c) enter slowly enough to pilot methods, and be flexible enough to use feedback and reactions.

From the onset of the project, an attempt was made to establish a good relationship between the research team and the school staff members. In an early meeting with the teachers two points, noted by Allen, et.al. (1976), were emphasized. We focused our project on their school not as a criticism of the handling of educational tasks, but because the school setting provides a unique setting for preventive interventions. The school personnel constitute a group of concerned and approachable individuals willing to provide for more than academic needs. The other point emphasized was that although we claimed expertise in general principles of behavior management and intervention technology, the teachers were seen as the experts on the setting where the principles were to be applied.

With these objectives and methods in mind we began to assess the school environment. Important considerations were political stresses on the school, racial make-up, neighborhoods which made up the school population and who were the key figures in administration and parents' organizations.

As we entered we collected more information such as - how children are assigned to classes, experience level of teachers, and resources in the school.

Official gatekeepers. The next step was to encounter the official gatekeepers: University Research Committees, the School Board and the Principal. Official university permission to do research in the school was obtained through established University Committees. We began at this time to also

check out other resources within the University which could help us in or project - notably, funds available for equipment and materials available for training. The School District was approached with the advice of a University faculty School Psychologist whoworked closely with district officials. Once we received approval of the district we could use this endorsement in our future public relations work.

Teachers. We met with teachers to introduce ourselves, explain our general goals and get their suggestions. Their initial response was cautious and skeptical. We attribute their "wait and see" attitude to their previous experience with projects, either governmental or university research, over which they had little control or input. Also it appeared as if participation in the project was an extra burden that the principal was giving the teachers without much enticement or reward for co-operation.

Our reaction to these problems was a) to make our motivation and payoffs clear - we let it be known that we were variously expecting to get research credits, publications, fulfillment of course requirements, assistantship requirements, and so forth, b) we offered alternative, optional payoffs for teachers who would become involved as members of our research team, such as: graduate credit hours, State Education Department credit units, and relief from resource room duty in return for attending workshops during their regular planning period, and c) we attempted to meet their expressed needs and concerns, to validate their ideas as important and meaningful to us.

All regular sixth grade teachers were interviewed individually during their free periods. The purpose of the interview was to get an idea about what problems of the children come to the attention of these teachers, and

to understand how teachers felt about the problems confronting these children. During the interviews a variety of problematic behaviors were mentioned by teachers (such as rough language, hitting, fighting, stealing, and lying). Home problems were frequently mentioned. Half the teachers identified cultural (Black/White)differences as a source of problems for these sixth grade children.

Parents. We wanted parents to be involved and supportive of our program so we focused on making them aware of our project and its significance. We also felt it was important to become identified as members of the school community. We attended PTA meetings, open house, and the school spaghetti supper to become familiar faces and to demonstrate our intentions and be available to talk with parents and teachers.

During open house we demonstrated our teaching materials and handed out descriptions of our program and again, made ourselves available for questioning. In addition, that spring we sent a descriptive letter home to parents of sixth graders, along with a permission blank to be signed. Pretesting this permission blank proved to be important. We learned that the title of our program: Social Problem Solving drew a defensive response from some parents ("My child doesn't have any problems"). We changed the title to Social Effectiveness Training when we sought parental permission the following fall. To counteract parental apathy we phoned parents who did not respond to our request for permission and answered any questions they had about our program. We felt that the phone calls emphasized the program's importance and that it was a regular part of the school program carried out with the regular classroom teacher. Unfortunately a significant portion of the

The overall picture from the students' perception seemed to be that the school was a scary place to be a sixth grader. Older children pick on the sixth graders, the youngest members of the middle school. Children often gave money to older children to avoid confrontations. Children were generally disappointed in the response of their teachers to these problems. Teachers were perceived by kids as indifferent and non-supportive of their requests for help.

Systems maintenance.

To show that we were committed to keeping up communication between the project and the school staff the role of project - school liaison person was established. Susan McCammon spent time at the school by attending faculty meetings and two days per week being in the teachers' lounge during the planning period (which also served as a break for the sixth grade teachers). Through this contact Ms. McCammon was able to perform the following functions by tapping both the formal and informal communication networks: a) public relations, b) rumor control and early warning to the project of problems at the school, and c) scheduling coordination. The liaison person legitimated herself to the teachers by working as a substitute one day when a sixth grade teacher of a particularly disruptive class was absent. Research team members occasionally ate in the school cafeteria.

In the system of this school the rapport building and liaison work was vital. The school is a chaotic place; there are constant changes in policies and schedules. Without being present in the school as much as we were, we would not have been aware of the constant shifting of schedules and children's classroom placement. We would also have been unable to understand the situation of the teachers and could not have

gained their trust.

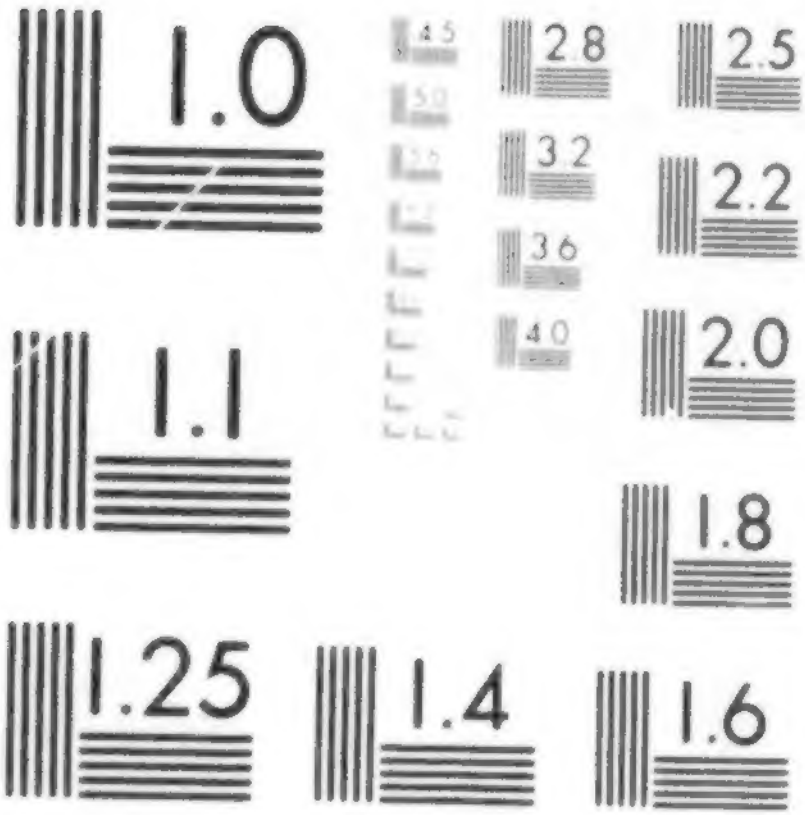
Included in the measures we took to insure that we were allowed to remain within the school's system are points which Phyllis Elardo of Project Aware (1975) calls "factors responsible for success". The points, as we applied them, were the following: a) there was a need indicated for some type of intervention (described in the history section), b) we had the support of educational leaders (see entry section), c) a dramatic change was not required at the onset of the project, d) we had the support of the teachers and the principal, particularly because we were willing to work directly with the children and were involved in the classroom training. A curriculum and a workshop were produced and training the teachers and group leaders was an important part of the program. We met for training meetings during school hours at the convenience of the teachers. It was arranged so that the teachers had extra incentives for their involvement (i.e. credits needed for promotion). e) The teachers and principal were required to take some responsibility in the project; meeting our objective of establishing an attitude of ownership and collaboration on the part of the school staff was a difficult and continuing task. f) The teachers workshops and the classroom training were held at regularly scheduled times, g) There was continuity in that the group which first served as a control also recieved the training and we worked at maintaining communication with parents to inform them of the project and familiarize them with it. h)The project was always in the process of development and was open to creative additions. We were flexible to the expressed needs of the teachers. It was through our attention to these factors that we ensured the tolerance

children's homes had no phone so we sent a letter home with the student. An additional attempt to obtain permission slips was made by holding an assembly for sixth graders to stimulate their interest in the program.

An assessment of family approaches to problem solving was developed and administered to a sample of parents. Although not very successful in collaborating with the Parents' system at that time, we did manage to gain the support of the most influential people in this group. We were not blocked in our efforts to implement the program. Since that time this aspect of the project has been readdressed with more successful results.

Students. Our contact with the sixth graders themselves during Spring 1976 involved both piloting our training materials and evaluating the types of problems these children actually have in school. The informal talks with the children were conducted with two classrooms. First the children were asked to list problems they have in the sixth grade. Next, children were divided into small groups and were interviewed by a team member.

From the written exercise we discovered a low level of literacy skills which precluded most written work in the program. In the written exercise, however, fighting and teasing were the most frequently named problems. Main problems mentioned in small groups were (in order of frequency): physical violence (fighting, bullying, "picking at", blackmail),problems with the teacher, verbal aggression(fussing at, cursing, namecalling), environmental and family problems. While we were present in the school to conduct the interviews informal observation verified these reports from teachers and children and we began at this point, to develop a behavioral assessment instrument which would give us information on the problem solving interactions between students and teachers.



MICROCOPY RESOLUTION TEST CHART
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while not necessarily embracing, the values of the students.

During the initial weeks of the undergraduates' training, the characteristic behaviors of sixth graders, potential problems, and the behavior management responsibilities of the assistants were discussed to prepare them for their role as group leaders.

The last six weeks of the undergraduates' training were focused on the in-class training. During the workshop sessions, the lecture for each unit was discussed; the video tapes were viewed; leading the discussion groups was role played; the role play exercises for the students were discussed; and the closure procedure for each unit was reviewed. Group leaders were encouraged to share experiences (problems and successes) from the previous week's in-class training.

In addition, the undergraduates were trained to administer and score measures which were used in the evaluation of the project.

Approximately 160 sixth graders were involved in the project. The children's training involved exposure to videotapes; mini-lectures on the five stages of the SPS strategy and three lessons on integrating the five strategies; group discussion; role play activity; creative expression of the SPS steps (SPS workbooks, posters, and videotapes of their role play activities).

PART III - PROGRAM EVALUATION

The children (N=160) were randomly assigned to either experimental (trained) or control classroom groups. Teachers (N=6) were used as the primary change agents and introduced the experimental students to the SPS curriculum through a sequence of in-class SPS lessons (e.g. problem identification, generating alternative solutions, consideration of consequences).

Small group measures.

After the experimental group completed their problem solving training, a behavioral measure of group problem solving was administered to all sixth graders. The purpose of this measure was to assess ability to utilize problem solving skills in the context of a small group. This measure was called "Satan's Club" (after the school mascot) and was presented to the children as a television game show. Groups of children were instructed to set up a club. During the organizational process the group was faced with several problems (e.g. not enough chairs, not enough club offices for everyone to have a title, etc.) The reactions and problem solving strategies of the children were videotaped, as part of the ruse and as a record to score the effectiveness of their problem solving. This structured behavior assessment had previously been used and validated in a study of social problem solving (McClure, 1976).

School environment.

The mediating influence of the school setting on the child's coping behavior was assessed with social climate scales and classroom behavior observations. The Classroom Environment Scale and the Work Environment Scale (Moos, 1974) were both used in the assessment. A behavioral classification system was devised specifically to record the observed teacher-student problem solving interactions.

Family environment.

Family contributions to the children's coping behaviors were explored with a sample of families (N=21) using the Family Environment Scale (Moos, 1974) and family interviews conducted in the home.

jector and separate transparencies were included for each aspect of the project (i.e. linkages from the viewpoints of the Research Team, School Psychologist, School, parents and PTA, and within institutions). In the interest of conserving space and eliminating repetition of material, only the post-intervention perspectives of the Research Team, School Psychologist, and within institutions are presented in this paper, as they encompass most of the liaisons established throughout the project. Linkages prior to the initiation of the SPS Project are portrayed in Figure 1.

Insert Figure 1 about here

The newly formed Research Team (described in History Section) had little access to resources within the University system. The professor involved had some contact with professors in the School Psychology Program. The School Psychologist was a graduate of the University School Psychology Program. Graduate students on the Team were familiar with library resources. Contacts of the Middle School included the School Board and Superintendent's Office, the PTA and through that group more contact with white parents than with black. Weak bonds existed between the Principal and Vice-Principal, the Guidance Counselor and Vice-Principal, sixth grade Teachers and Principal, and the Teachers and Guidance Counselor.

However, by the end of the year of the SPS program many more resources were tapped and annexed (See Figure 2). The initial linkages developed were

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Insert Figure 2 about here

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conducted interviews with white families only. Matching race of interviewers and families was decided upon to help insure that interviewers were sensitive to the interviewed family, also to facilitate rapport with the families and to gain the most accurate verbal reports possible.

In order to implement this study, approval was obtained from the school board, because the contact with the families was made through the student population by obtaining names and addresses from the school. The Director of Housing for the subsidized housing projects in which a significant number of the black families live was also contacted to gain support for the study. Prior to beginning the interviews, letters were sent to all the families outlining the intentions of the study.

Preliminary findings

Some general findings are:

a. Black parents generally feel alienated from the school. Possible factors are: the Blacks are inner-city children bused to a suburban school and inaccessibility of the school. (Black parents often do not have transportation to evening events - such as PTA meetings - because of bus schedules. This was mentioned specifically by two black parents aside from the questions asked during the interview.)

b. Parents, black and white, were often vague or unsure of interpersonal problems that their children have; a frequent response to the question about their child's problems in school was an answer concerning academic difficulties.

c. When a child does encounter problems at school most parents report that this information comes from the child's teacher, seldom directly

of the school for our involvement in its system and avoided the rejection phenomenon experienced by many who would intervene in a school.

PART II - TRAINING

Since Ms. Fitz-Ritson had past experience in developing training modules, she took primary responsibility for the training component of the project. Previous research in this area had very limited training components, therefore, it was felt that an expanded training program would enhance the overall treatment effect. The training component of the project had three major divisions: an in-service workshop for the teachers and research team members, a workshop for the undergraduate assistants (who led the second series of in-class sixth grade training) and the actual training of the sixth grade students.

Training teachers and graduate students

The training for the teachers and graduate students began in the Fall 1976, ran for 18 weeks,and was divided into three segments. During the first eight week segment, Dr. McClure presented a series of short lectures on the SPS strategy. Readings (a list of which is available from the authors) were assigned to the group which covered the following areas: the importance of building a trust relationship with the sixth graders, other SPS research, the five stages of SPS, and the importance of internality versus externality in SPS . Some of the materials (Problem Solving Measure, SPS workbook and poster) were co-developed with the teachers. The teachers were also asked to make suggestions as to the appropriateness of the video tapes for their students. (Selected tapes from the Inside/Out series were used.)

The goal of the second segment of the workshop was to help the teachers

develop specific behavior management strategies for students who needed more than a primary prevention program. Dr. McClure and research team members used lectures, group exercises and assignments to introduce behavior modification as a classroom management technique.

The last four weeks of the workshop the teachers assessed their individual and professional goals for the school and looked at conflict within the system which had an indirect bearing on the project. It was felt that the conflicts among teachers, administrators, and between teachers and administrators have strong implications for any future systems intervention.

Training undergraduate research team members.

The second major division of the training was the undergraduate workshops. Nine undergraduate students were trained to be group leaders for the Spring semester 1977.

Since several of the undergraduate assistants expressed concern over their inability to understand what the lack students were saying Claudette Felder and Ms. Fitz-Ritson developed a training module to help the group leaders develop an awareness of the phonetic and structural differences in black english and standard english. Readings, discussion, and viewing unedited videotapes of conversations of black children from the community (who were not involved in the research) were used in the training.

Since the socio-economic and cultural background of the undergraduate assistants and the middle school students were very different a local substance abuse counselor conducted a three hour workshop on Values Clarification. The workshop stressed the importance of the undergraduates being aware that their value system might not be the same as that of the sixth graders with whom they would be working and the importance of accepting,

The program's impact was assessed on the individual, small group, and classroom level. In addition, the mediating influence of teacher-student interactions, the teacher's work environment and the children's family environments were assessed.

Individual measures.

Program impact on the individual was assessed in several ways. As part of the formulative evaluation process the effectiveness of each particular lesson was monitored weekly by means of an In-Class Measure (ICM). These were quizzes or exercises designed specifically for each lesson and introduced as games. In addition, lessons were critized by teachers in the weekly in-service training. By monitoring the extent to which material was assimilated, weak areas could be re-emphasized and remedial help could be given when needed. These measures also demonstrated how the curriculum would be changed "next time" to make it better.

There were two individual measures of overall impact of the program: an indivudual Problem Solving Measure (PSM) and a locus of control measure. Pre - and post- treatment PSM's were given to all sixth graders individually by trained undergraduate students. These measures consisted of several short vignettes, each vignette described a problematic situation which could happen to a sixth grader. Different stories were included in the PSM's administered after the SPS curriculum. The usefulness and scoring technique for the PSM's have previously been demonstrated (McClure, 1976).

The Internal-External Locus of Control measure (Norwicke-Strickland) was administered (pre- and post-) in classroom groups. A graduate student read the items, and individuals marked their own answers.

PART IV - LINKING

An increasingly important role in the consultation and change agentry of the community psychologist is that of resource linker or liaison. This role entails identifying a problem or need and then facilitating the exchange of appropriate resources within and among relevant systems. These linkages span the range of levels for intervention: they may be between individuals, between individuals and groups, among agencies, or may involve various combinations of levels (for further explanation see McClure, 1977).

The linkages developed during the course of the SPS program constituted an important accomplishment of the project. These linkages have been our vehicle of approaching a primary goal of the liaison specialist, which is "to enable systems to function for people for human development needs" (Dokecki, 1977, p.14). The problems identified in the school were broad in nature. The SPS curriculum, an enhancement and skill building project, was in itself not designed to directly intervene in the current chaotic condition of the school. However, through being involved in the project, gaining the involvement of members of the system and linking various resources we were able to influence the environment containing the SPS intervention. This influence evolved from identifying and approaching problems among the teaching and administrative staffs, helping the School Psychologist to enter the system and increasing her involvement and that of the sixth grade parents.

This section briefly describes the linkages and how they were made. A diagrammatic scheme adapted from Emiley, et al., (1977) presents the linkages prior to and following our intervention. In the original presentation (SEPA, 1977) the diagrams were presented on an overhead pro-

those which formed the Research Team. Skills brought to the group by each member were reviewed and tasks divided, so that each member ultimately had an area for which she/he had major responsibility. Resources within the University system were employed; faculty members in the School Psychology Program gave consultation and offered opportunities to discuss our progress with other professionals more familiar with working in schools. Undergraduates were screened and joined the project as invaluable classroom observers, small group leaders, and aides in data gathering and scoring. Video-tapes were located at South Carolina Educational Television for classroom training and were recorded for our use by the University Instructional Services Department. Team members contacted and consulted a University computer lab specialist in social science research.

The initial attempts at setting up communication with the parents of the sixth graders were our visits to PTA functions. Parents were also contacted by letter and in some cases additionally by phone to inform them of the project and obtain permission for their children to participate. Further involvement of the parents is detailed in the Family Intervention section.

Although our beginning contact with the school was through the principal we didn't rely on her as our main contact person. The basic and most essential contacts were with the sixth grade teachers through our weekly meetings and the students with whom we met weekly in the Problem Solving classes. Our resource exchange with the sixth graders consisted mainly of our providing them with interesting and enjoyable sessions designed to build problem-solving competencies in return for their input into our curriculum and their participation in our study. To their teachers we offered

the opportunity to become familiar with the concept of Social Problem Solving as an important skill, instruction in how to teach it, and State Department of Education credits. During the second semester as we trained the second group of students the emphasis of the teacher workshops shifted, as requested by the teachers. They felt they were sufficiently familiar with some of the difficult classroom related problems they faced. These included large classes, children far below grade level, inadequate texts and materials, in some cases teaching assignments in fields they did not feel qualified to teach, and extreme discipline problems in the classrooms. Behavior modification consultation was provided to improve classroom control. The teachers' responses to the Work Environment Scale (Moos, 1973) were used to initiate a focus on the school environment and how problems in that system were affecting the staff. In return the teachers relinquished their hour break one day per week for the teacher training meetings. Three of the teachers actually participated in the classroom training leading a small group weekly. It required effort on the part of the teacher for their children to be involved in the classroom training and the assessment measures, as this disrupted the ongoing routine and complicated their lesson planning in order to compensate for the spent classroom time. The teachers were overloaded by demands from many directions, and although we felt our project offered benefits commensurate to the efforts required it nevertheless was one more source of demands.

The Vice-Principal proved to be a helpful person. Having worked at the school many years he gave us historical background and offered a viewpoint of the school from a perspective we had not seen. He aided us in scheduling, locating students for assessment, placing those who did not have

parental permission to participate, and securing rooms for our needs. The teachers worked closely with him especially in the area of classroom discipline problems. He was invited and did attend several of the teacher training sessions after the emphasis focused on classroom and school problems. Another important person on the school staff was the Guidance Counselor who also attended the later teacher meetings and was involved in the Family component of the project.

It appeared that in addition to our benefits from linkage with resource people in the school, linkages already among those within the school were affected by our project. First, the sixth grade teachers had an opportunity provided to express and share many of their concerns, and seemed to develop an increased sense of being a group in themselves. Also their communication with the Vice-Principal and Guidance Counselor was improved. While their relationships with the students would have deepened over the course of the school year regardless of our intervention, through the SPS program the teachers were able at times to see skills in students which did not surface in the regular classroom situation.

The involvement of the School Psychologist was an essential element of linking services to the school, which prior to our intervention had not requested nor received any services from the School Psychologist during the beginning of the project year or recent prior years. As we were asked for consultation regarding problematic students in the classroom we established contact with the School Psychologist assigned to our school. An in-service program was set up in which the School Psychologist attended a Middle School faculty meeting, introduced herself, and explained the services she could (and was anxious to) provide. Teachers referred individual problem students to her.

We included her in our project meetings and worked at problem solving some of the difficulties the teachers faced. She attended the teacher workshops from our project when they covered these problems. In these meetings the Teachers, Vice-Principal, Guidance Counselor, and School Psychologist were frequently all present together, along with two members of our Team as their regular consultants.

This contact aided the School Psychologist in instituting a linkage with these people. It provided a unique opportunity for them to work together in a problem solving approach to difficulties which affected the work of each (see Figure 3). The contact of a school psychologist with teachers had

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Insert Figure 3 about here

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typically consisted of consultation regarding individual students referred by the teacher as having difficulties. The school psychologist in the district encompassing our school is responsible to five schools, giving him or her a caseload of 1200-1300 children. Realistically this allows daily contact with three referred children and two or three teachers. The SPS Project helped to initiate a linkage with the entire Staff of the school by providing an opportunity for the Psychologist to explain her possible functions and publicize possibilities other than assessing individual students for removing them from the regular classrooms. The weekly workshops provided an opportunity to attempt to modify six classroom environments by teaching management techniques to the teachers. Relationships among the School Psychologist ant the Guidance Counselor and Vice-Principal were strengthened. The potential for contacts with the home and family was increased. Through involvement with the Project the Psychologist

could act on a programmatic rather than on an idividual case level. These contacts provided a basis for her to exercise a wider range of skills than those of testing and program planning for individual students.

PART V - FAMILY INTERVENTION

After working with the sixth graders in the problem solving workshops for the first semester, we began questioning whether the messages the children received from their families were contradictory to the training. That is we became acutely aware of the possible differences of the coping skills of the population under investigation from children in an earlier study by the senior researcher (McClure, 1971). The questions that emerger are: (a) what is the relevance of the strategies being taught for the child in his immediate environment? (b) How can we build more effectively upon the strategies that are learned in the family? An exploratory study was designed by Ms.Felder to assess the role of the family environment as determinants of children's social problem solving strategies.

The questions sought to be answered through this survey are:

(a) How can the school and families communicate more effectively?

(b) What are the families' perceptions of the role and function of the school for their children?

(c) Do parents view the school's role in a similar manner to school personnel?

(d) How do parents' views differ from the school's view of its role in a child's social development?

(e) What problem strategies are reinforced by families?

(f) Is there congruence between family systems and school systems in the reinforcement of problem solving strategies ?

The ultimate goal of this study is to determine the needs of these families and then devise an appropriate intervention that will facilitate the training of social problem solving strategies with the target children. A subgoal, though not necessarily minor, is to establish a link between the school and families.

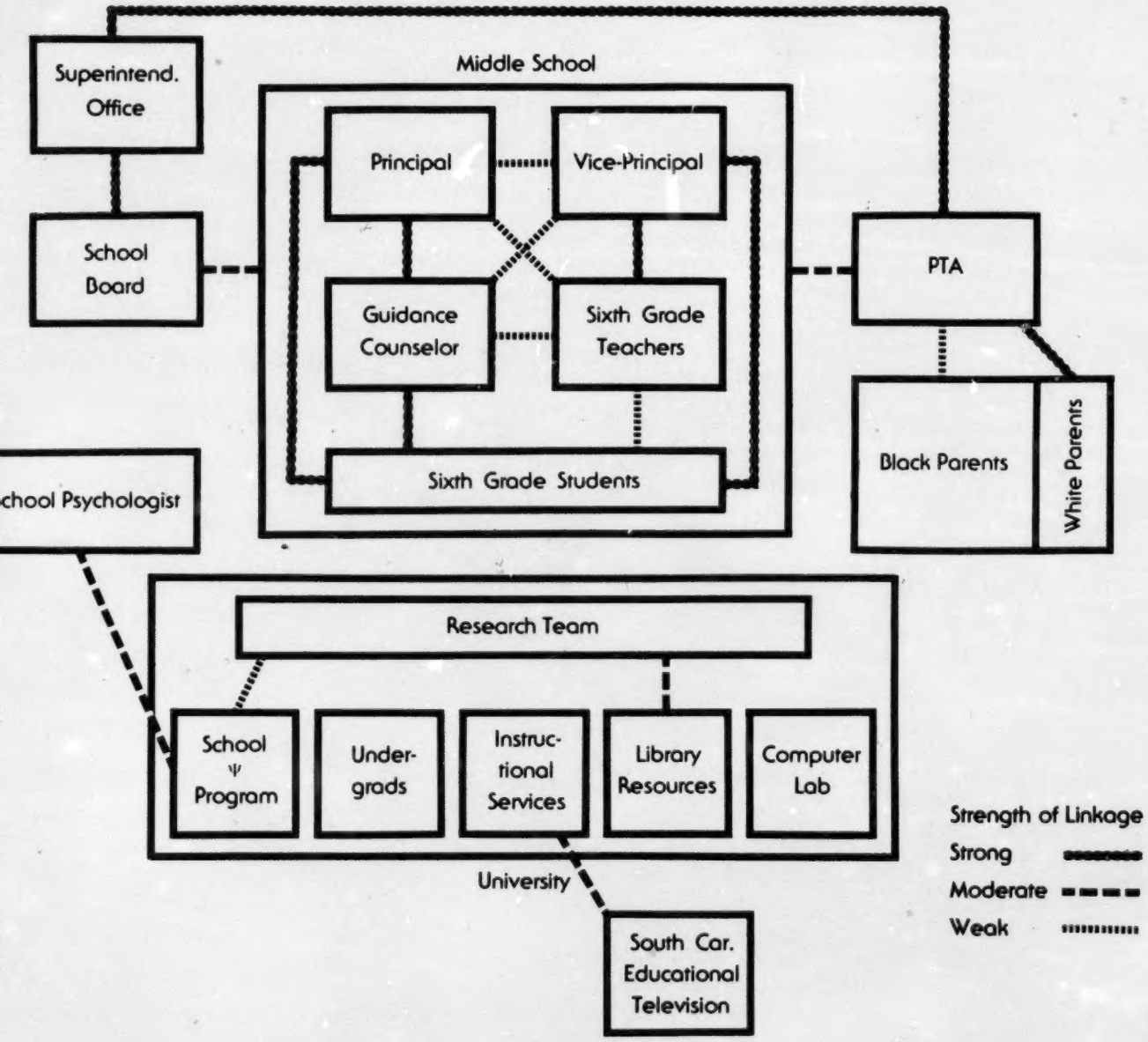
The study is being conducted by interviewing at least one family member (mother, father, grandmother, older sister, etc.), and having them complete the Moos Family Environment Scale.

The interview questions are designed to assess in addition to the above questions, parents' or another significant adult's knowledge of the kinds of problems that his/her child encounters in school, home or neighborhood. (For example: Does your child ever have problems at school, home or in the neighborhood?; if so what are the problems?) We are also interested in how parents instruct their children to solve problems. (What do you tell your child to do when he/she has a problem?) The preceding questions help determine if parents' instructions are congruent with the strategies that are reinforced in the school systems.

The Moos Family Environment Scale is a forced choice scale that assesses the social climates of families along three dimensions: relationships, personal growth, and system maintenance. There are ten subscales divided among the three dimensions. (Moos , 1974)

The interview team consisted of Ms.Felder and six trained undergraduate interviewers. The training consisted of simulated interviews and discussions of necessary techniques and potential problems and how to deal with them. The team consists of five black and two white interviewers. Black interviewers were assigned to interview black families only, likewise white interviewers

FIG. 1


Superintend. Office
Middle School
Principal
Vice-Principal
School Board
Guidance Counselor
Sixth Grade Teachers
PTA
Sixth Grade Students
Black Parents
White Parents
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Research Team
School ψ Program
Under-grads
Instruc-tional Services
Library Resources
Computer Lab
University
South Car. Educational Television
Strength of Linkage
Strong
Moderate
Weak

FIG. 2

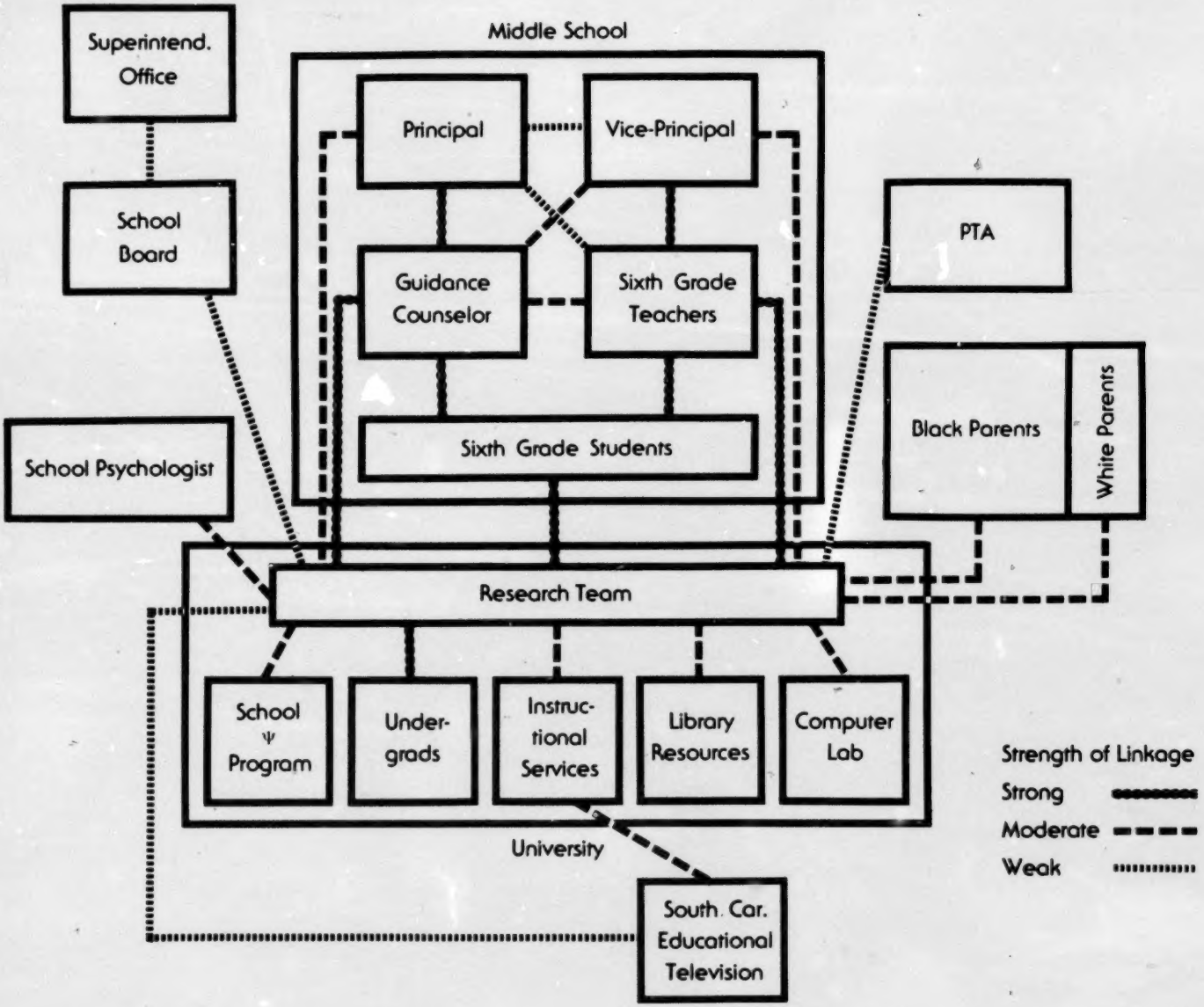
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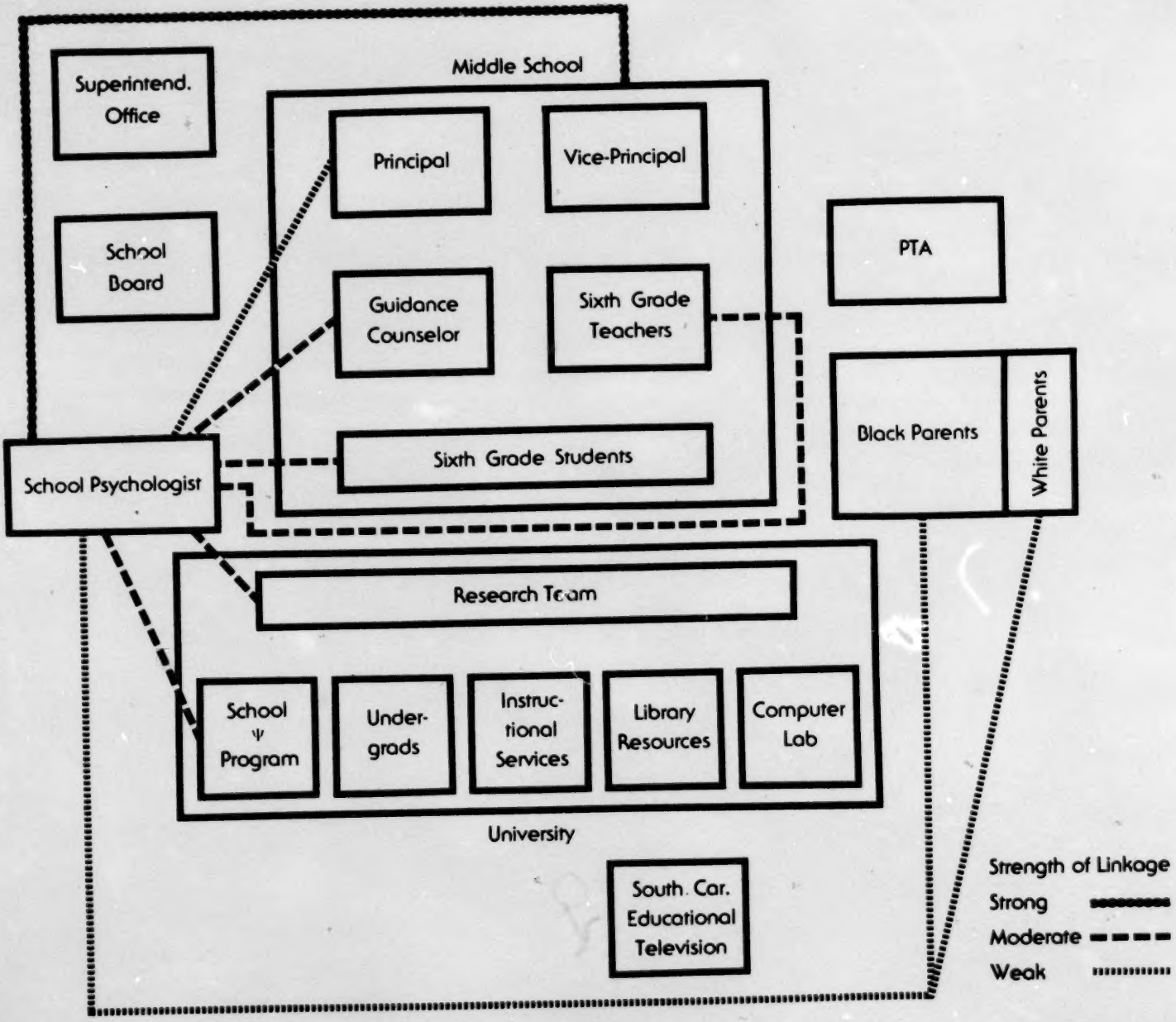
FIG. 3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Strength of Linkage
Strong
Moderate
Weak

from the child.

d. Parents tend to instruct children to rely on the teacher for problem resolutions at school.

e. At home or in the neighborhood, parents often intercede for the child when there is a problem (for example parents stated that they instruct their children to come to them if they are having problems with other children).

SUMMARY

A social problem solving intervention and consultation program was initiated in an urban middle school. Initially, the intervention aimed at providing children with specific coping strategies. However, the program eventually encompasses a broad multilevel network.

The process of entering the school system involved teachers, parents and students. Rapport and program administration were facilitated by means of a systems maintanence philosophy and the designation of a school liaison worker.

Training was aimed at a variety of levels: teachers, students and undergraduate assistants. An in-service workshop prepared the teachers to co-develop and implement the social problem solving curriculum. Undergraduates were trained to be group leaders. In addition to the curriculum this training included awareness of black english, values clarification and group management. Sixth grade in-class training employed a variety of techniques: video-taping, role playing, discussion and creative expression.

The social problem solving curriculum was evaluated by randomly assigning classes and designating groups to treatment or control conditions. The evaluation was designed to measure pre- and post- differences on a variety of

measures and also to determine environmental correlates of program effectiveness.

The consultation intervention expanded as resources were linked. School personnel, university resources, families and district psychological services had access to each other by means of the consultation team. Particularly, families became more involved during an assessment of family problem solving. The family assessment component to the problem solving intervention designates inroads to increase program effectiveness.

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HISTORY AND TIME SEQUENCE OF SCHOOL SOCIAL PROBLEM SOLVING INTERVENTION

Time Frame [1]	Activity
School years: 1973-1975	Local concern over school administration Parents presented grievances to school superintendent Principal replaced
Spring 1975	L. McClure coloquium introducing Social Problem Solving Research.
Fall 1975	Meeting between PTA president, Dr. McClure, and the school principal
Spring 1976	Research team formed. Entry initiated Research team familiarized with the school, its population and history Permission to do research in the school obtained: School Board and University Research Committee Began collaborative process of program development Collected descriptive data about school Met with teachers to assess their needs and reactions Initiated negotiation of compensation to teachers Met with students to assess their problems and concerns Met with parents for assessment and introduction of program Piloted permission blanks Piloted program materials Began development of classroom observation system Randomization of Fall 1976 sixth grad class assignments
Fall 1976	School liaison position created Negotiation of compensation for teachers' involvement Pre- measures taken (PSE, I-E, CES, etc.) Teacher and group leader in-service training begar Program initiated with experimental groups Classroom behavioral observations initiated Late in semester training of undergraduate assistants began
Spring 1977	Experimental group completed problem solving curriculum Post-measures taken Problem Solving Curriculum initiated with control group Family Assessments initiated In-service workshop expanded to include classroom management techniques School Psychologist participated in in-service training

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